



Early Years Foundation Stage
Curriculum Overview

The Foundation Stage Curriculum

Our EYFS curriculum is strongly influenced by our curriculum drivers: **community, communication, opportunities and possibilities and initiative** where the outcome is a cohort of happy, independent, confident and determined learners who are able to communicate well and have the ability to think critically, share their thoughts and ideas and believe anything is achievable. The children within our early years provision learn through a range of play-based opportunities as well as adult led and independent activities. All staff within the EYFS hold an early year's qualification and bring an excellent wealth of experience, knowledge and understanding of how the youngest pupils in our school learn and develop. All staff are involved in planning a wide range of exciting activities.

Community-I will develop a sense of pride in myself and have the upmost respect for others. I will show good manners and allow others to nurture my emotional wellbeing to help me form positive relationships within school and the wider community.

Opportunities and Possibilities-I will have high aspirations. I will be excited about the real world and all the possibilities it holds. I will be given the opportunities to expand my knowledge of the world around me and be encouraged to broaden my horizons. My interests will be nurtured and I will be provided with opportunities to engage in new hands on experiences. I will become a confident risk taker!



Communication-I will become an expressive speaker. I will find my voice and become a passionate reader and writer. I will broaden my vocabulary and be encouraged to talk in all areas of the curriculum.

Initiative-My natural curiosity will be nurtured and my imagination encouraged to help me become an independent learner. I will be given the skills to think critically, solve problems and make good choices, allowing me to believe anything is possible.

We believe that children have a right to expect a curriculum which is fun, motivating, interesting and most importantly, purposeful. At Hintlesham and Chattisham CofE Primary School we aim to deliver all subjects thoughtfully and to make links that are relevant, appropriate and purposeful to the area of learning.



In Reception, speaking and listening is taught through the EYFS area of **Communication and Language** but it is a vital element in all areas of the curriculum. This area of learning provides opportunities for children to develop new vocabulary and the skills needed to talk confidently in a wide range of situations. It helps them respond to their peers and adults in an environment where speaking and listening are highly valued skills. It allows them to communicate and respond in a variety of contexts and places value on them expressing their own thoughts and ideas and considering the thoughts and ideas of others. It also gives opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts, including through stories, role play and drama.

Speaking and Listening in the Early Years

We want our children to be confident and competent listeners and orators and will therefore apply a strong emphasis on developing and nurturing these skills in all of our activities and experiences across all areas of the curriculum.

By the end of Reception children working at the expected level of development will:

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.
- Invent, adapt and recount narratives and stories with peers and their teacher. (EAD)
- Sing a range of well-known nursery rhymes and songs. (EAD)
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (EAD)

In Reception, reading, phonics and writing are taught through the EYFS area of **Literacy**. This area of learning supports the development of linking sounds to letters and understanding that from this we can read and write. Children will begin to recognise print in their environment and start to understand that this is one way of communicating with one another. It is vital that children understand that print carries meaning and that they are able to engage with this essential element of communication and the high importance it holds. We actively promote the importance of reading and writing which is done through stories, songs, poems, mark making in a writing in a variety of different context and for different purposes using a wide range of media. Within the classroom there is a book corner, an area that promotes active mark making and writing and there is also a phonics area, which the children are encouraged to use to support their independent learning.

Reading and Phonics in the Early Years



In Reception, phonics and reading is taught through the Read Write Inc Phonics program and through reading a wide range of high-quality books and stories. Reception children have a story read to them at least once a day. They can take home a picture book to share with parents and as they learn new phonemes they take home a RWInc Ditty book. These books contain captions or short sentences and pictures which directly relate to the phonemes that they are learning and already know. As the children become more secure with letter sounds and can use them to blend, they progress to RWInc story books which continue to match their phonic knowledge. A 'book bag' book accompanies their Ditty or Story Book and they can take home a library book of their choice each week.

Whole School Big Ideas

Accuracy, Enjoyment, Comprehension

Accuracy

We begin the children's reading journey through daily high-quality phonics lessons, whole class and individual reading sessions, story time and through informal opportunities to read and share books during child-initiated learning time. In Phonics, children learn 43 grapheme-phoneme correspondences through Set 1 and Set 2 of the Read Write Inc. Phonics program. They learn to blend, using Fred Talk, and are introduced to red words that they can only learn to read by sight (tricky words). There are exciting opportunities to read across all areas of learning, within both the inside and outside environment.

Enjoyment

We want to promote a love and enjoyment of books and reading in EYFS so all Literacy lessons begin with a 'book hook'. Characters, setting and story language are explored through exposure to high quality texts, story-based topics, role play, a reading den (inside and outside), small world play, puppets, props and story sacks, all providing opportunities to extend vocabulary, develop an understanding of rhyme and refrain and further enhance a love of reading in a fun and exciting way. Books are present in all areas of the learning environment, including the role play and maths areas, and children are encouraged to bring in their favourite books from home to share with the class. 'Book Bear' goes home with a child each Friday to further encourage children's love of reading.

Comprehension

Reception children build up their comprehension skills by talking about the pictures in books, through role play, small world play and through writing in response to stories. We will also develop children's comprehension skills further through open questioning during whole class RWInc. reading sessions, individual reading time and story time.

By the end of Reception children working at the expected level of development will:

Comprehension

- 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, nonfiction, rhymes and poems and during role play

Word Reading

- 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.

Writing in EYFS



In Reception, we teach writing through phonics, literacy and informal opportunities to mark make and write during child-initiated learning.

Whole School Big Ideas

Communicate, Creativity, Purpose

Communicate

Reception children are encouraged to mark make and ascribe meaning to their marks in all areas of learning. They learn to correctly form letters using the RWInc mnemonics and have many opportunities to practice these. As they build up their knowledge of grapheme-phoneme correspondence they are encouraged to write initial sounds and build up to making plausible attempts to write the whole word. Reception children are taught the basics of punctuation-finger spaces, full stop, capital letter-in order to be able to read what they have written and enable it to be read by others. Reception children are exposed to a wide range of vocabulary in order for them to grow into confident and expressive orators which in turn will support their writing.

Creativity

Reception children explore creativity in writing through stories, story sacks, puppets, role play, small world play and by writing imaginatively in response to a range of stimuli, stories, poems, rhymes and books. We encourage the use of new vocabulary and experiment with these during imaginative play and in focus writing activities.

Purpose

Reception children are given the opportunities to write for a variety of purposes. They have access to paper, chalk boards, magnetic boards, clipboards, diaries, notebooks, cards and envelopes in continuous provision. Writing is modelled by practitioners in role play and small world play, from messages and letters to lists and labels.

By the end of Reception children working at the expected level of development will:

- 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.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (PD)

Mathematics in EYFS



In Reception, Mathematics is taught through the EYFS area of **Maths**.

This area of learning provides opportunities for children to develop their understanding of number and numerical patterns by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about numbers and shapes. It encourages children to understand and respond to the symbols that represent numbers and what this means in real contexts. It supports children in understanding what an important role numbers and patterns play in our everyday lives and how they develop our own understanding and help us to solve problems.

In Reception we build on the child's mathematical awareness through whole class teaching, adult focus activities, enhancements in the learning environment (inside and outside) and by questioning. We use a mastery approach to teaching and learning in mathematics. During whole class maths sessions, we explore mathematical concepts in depth so that children have a thorough understanding and are able to use it, apply it and explain it in different situations. We use the pictorial, concrete, abstract cycle of learning to demonstrate and consolidate mathematical understanding.

Whole School Big Ideas

Fluency, Problem-solving, Reasoning

Fluency

We teach a range of basic, mathematical skills which are practiced throughout the year. Each week we focus on a specific mathematical concept such as counting, number recognition, shape and measure in order to develop the children's fluency in all areas of Maths. The concept will be introduced during a carpet input and reinforced in an adult focus activity. Further enhancements will be set up in the learning environments (inside and out) to practice these skills further.

Problem-solving

Children are encouraged to solve problems in everyday life and through child-initiated play. This is achieved through high quality questioning and by taking opportunities to extend a child's ideas and thinking during their play.

Reasoning

Adults model reasoning by explaining their own mathematical thinking and ideas and encourage the children to do the same.

By the end of Reception, children will have developed their **fluency** in mathematics by learning basic mathematical skills. They will have developed their **problem-solving skills** by solving simple mathematical problems and will be developing their **reasoning skills** by explaining their mathematical ideas.

By the end of Reception children working at the expected level of development will:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

Numerical Patterns

- 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.

PSHE in the Early Years



In Reception, PSHE is taught through the EYFS area of **Personal, Social and Emotional Development**.

This area of learning provides opportunities for children to develop positive attitudes about themselves and those around them. We want children to become valued members of the class and shape their own identity through an increasing awareness of their own needs and the needs of others. This area of learning helps children to develop positive dispositions to learning, to be cooperative and communicative. It helps to develop and show an understanding of what is right and wrong and begin to consider the reasons why and developing an understanding that there are always consequences to a particular behaviour, whether rewards or sanctions. It supports the development of social skills by providing opportunities that enable children to learn how to socially respond and work with one another.

Whole School Big Ideas

Healthy Lifestyles (physical and mental health), Safe decisions, Caring citizens

Healthy Lifestyles (physical and mental health)

Children are taught about the importance of a healthy diet. In PE, children have the opportunity to experience a variety of physical activities and learn about the need for exercise in order to stay healthy. Children also learn how to manage their own basic hygiene and personal needs.

Safe decisions

We provide a safe, secure and welcoming environment in which the children can try new activities. They learn to select their own resources and discuss their preferences, ideas and interests with others. Children are encouraged to be confident and proud of their achievements.

Caring citizens

Children learn to work together. They are taught about right and wrong and learn our class rules. They are encouraged to think about the importance of being a good friend and of accepting everyone. There are many opportunities in the classroom to work as a team and the children are taught strategies to help with conflict resolution.

By the end of Reception children working at the expected level of development will:

Self-Regulation

- 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 to others' needs.

RE, Science, Computing, Geography, History and MFL are taught through the EYFS area of **Understanding the World**.

This area of learning provides opportunities for children to research, solve problems, question, make decisions, experiment, predict, and plan in a variety of contexts and to explore and find out about their history and environment. It helps to develop their senses and understanding of their physical world. By engaging with the world around us children learn more about people and communities and the country and world in which they live. Children will also explore the impact of technology on their everyday lives.

Religious Education in the Early Years



RE is taught through the EYFS area of **Understanding the World**. In Reception we use the Suffolk Agreed Syllabus and The Emmanuel Project units produced by the Diocese of St Edmundsbury and Ipswich:

- Why is the word 'God' so important to Christians?
- Why do Christians perform Nativity plays at Christmas?
- How can we help others when the need it?
- Why do Christians put a cross in an Easter garden?
- How can we care for our wonderful world?
- What makes every single person unique and precious?

Whole School Big Ideas

Faith, Understanding, Acceptance

Faith

During RE lessons Reception children predominantly learn about the Christian faith through the Emmanuel Project units. They learn about Salvation, Incarnation and Creation. Each unit includes an encounter with another Faith such as the Muslim birth custom, the Hindu festival of Raksha Bandhan and the Jewish Festival of Tu B'Shevat.

Reception children also learn about the Christian Faith through class worship time and collective worship. They learn that Jesus is the light of the world and that Christians sometimes light a candle when they pray to God. They listen to stories such as Noah's Ark, The Creation Story and The Good Samaritan.

Reception children say a morning prayer, grace before lunch and a home-time prayer and they learn that Christians believe God listens to our prayers.

Children and adults with other Faiths are encouraged to talk about them and share their experiences.

Understanding

Reception children are encouraged to be inquisitive about Faith, to ask questions and share ideas, all of which are explored and valued during talk time. Our class discussions include topics such as respect, kindness, friendship and thankfulness. Children make comparisons between different families, culture and faiths and talk about the similarities and differences.

Through the Emmanuel Project units, Reception children investigate Christianity through Bible stories, role play, art and writing. They are encouraged to explain their understanding through class discussions and questioning and these thoughts and ideas are recorded in a class scrapbook.

Acceptance

Reception children are encouraged to listen to each other's views, thoughts and feelings and they learn to respect each other's similarities and differences, including the beliefs of Christians and the beliefs of other faiths.

By the end of Reception children will begin to: (Emmanuel Project)

- Recount significant parts of some religious stories such as The Nativity and the Creation story.
- Recognise and sometimes name things that are special in a religion such as church or a Bible.
- Recognise pictures of religious stories or characters such as a picture of the nativity story.
- Talk about things that they do or that their family does such as where they like going at the weekend.
- Respond to 'I wonder' questions about stories or situations.
- Say what is special to them or people around them such as a special celebration.
- 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. (ELG)

Science in the Early Years



In Reception, science is taught through the EYFS area of Understanding the World.

Whole School Big Ideas

Curiosity, Investigation, Working scientifically

Curiosity

Children are encouraged to explore the world around them and to ask and answer questions. Teachers extend their observational skills and ensure that equipment, space and resources help to develop their curiosity for scientific enquiry and exploration.

Investigation

Children are encouraged to investigate and observe in their learning environment. They will observe objects and materials to identify differences and similarities. They will also learn to use their senses and will make observations of animals and plants and explain why some things occur and talk about changes.

Working scientifically

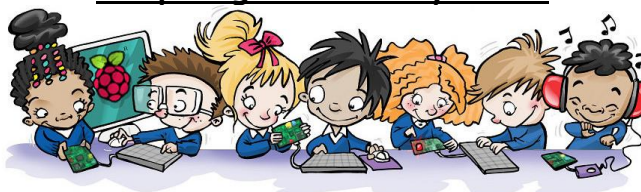
Reception children are given lots of opportunities to experience, explore and investigate. These may be teacher-led or-child initiated activities. Children are encouraged to develop their ability to talk about why things happen and how things work. They learn about growth and decay and changes over time and how to show care and concern for the environment.

By the end of Reception children working at the expected level of development will:

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 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.

Computing in the Early Years



In Reception, computing is taught through the EYFS area of **Understanding the World** and computational thinking skills are taught through **Literacy**.

Whole School Big Ideas

Digital Literacy, Information Technology, Computer Science

Digital Literacy

Reception children learn about their online life. They look at online technology, the skills they need to navigate the world wide web and how to behave respectfully when they are online. They develop key skills to use technology safely and sensibly whilst broadening their knowledge and understanding of the world.

Information Technology

Reception children learn to document their learning through technology. They develop their language and communication skills, as well as, physical coordination with their use of technology. They are helped to make sense of and how to explore technology around them and they gain experience of a wide range of different types of technology. They learn to take photos and record video and audio using iPads.

Computer Science

Reception children begin a first taste of computational thinking (such as sequencing) and coding. They learn new skills and practice giving instructions to complete specific tasks. They develop key computing vocabulary e.g. algorithm. They also use a range of programmable toys, work with a partner to solve problems and investigate QR codes. The children use simple sound recording apps and music creation apps to make musical loops.

By the end of Reception children will:

- Talk about technology that is used at home and school.
- Interact with age appropriate software.
- Demonstrate their understanding of technology through role play.
- Complete a simple game on a computer or iPad.

Geography in the Early Years



In Reception we teach Geography through the EYFS area of **Understanding the World**.

Whole School Big Ideas

Location Knowledge, Mapping Skills, Changes and impact

Location Knowledge

Reception children learn about location by exploring our school grounds, going on local walks and talking about where we live. They develop this knowledge further by talking about places other than their locality, by comparing Hintlesham to other places that the children have visited such as a city, the seaside, a forest or the mountains, by comparing animal habitats (birds' nests and minibeast homes) and by going on seasonal walks.

Map Skills

Children begin to develop their map skills by locating different places on maps and atlases and by drawing maps of the school grounds, the local area and the seaside.

Changes and Impact

Reception children will learn about changes happening in the world such as the ice caps melting and what impact they are having on the earth.

By the end of Reception children working at the expected level of development will:

Past and Present

- 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 the Early Years



In Reception, we teach history through the EYFS area of **Understanding the World**.

Whole School Big Ideas

Connections and contrasts, Historical enquiry (significant to the children), Chronology

Chronology

Children develop an understanding of chronology through everyday experiences such as daily routines (morning to afternoon to evening to night-time), by talking about the days of the week, and what we do on those days and through sequencing familiar stories. We further develop the concept of chronology by talking about yesterday, today and tomorrow and sequencing the months of the year and class birthdays. and through exploring what we could do as a baby in comparison to what we can do now.

Connections and contrasts

We think about the concept of connections and contrasts through sequencing the seasons of the year, exploring what we could do as a baby and what we can and cannot do now and through looking at how we have changed.

Sometimes our responsive topics may explore **chronology** and **connections and contrasts** such as dinosaurs, transport, technology and toys.

Historical enquiry

Reception children learn about significant events in their own lives and in the lives of their families and friends. We celebrate significant events in history such as Remembrance Day.

We also develop an understanding of **equality** by comparing ourselves to others and modelling equal opportunities.

By the end of Reception children working at the expected level of development will:

Past and Present

- 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.

MFL in the Early Years



In Reception, we teach MFL through the EYFS area of **Understanding the World**.

Children learn about different countries and cultures through circle time, stories and cooking.

Whole School Big Ideas

Confident communication. Basic understanding of knowledge about language and language learning strategies which can be applied to modern foreign languages.

Curiosity and understanding of different culture.

Confident Communication

Children are encouraged to share their ideas and experiences of their own and other people's cultures. We learn how to say hello in different languages and display these on the classroom door.

Basic understanding of knowledge about language and language learning strategies which can be applied to modern foreign languages

Children are encouraged to answer the register in a different language such as French, Spanish and Swahili. We listen to children speaking different languages and learn basic words through repetition and singing songs.

Curiosity and understanding of different cultures

We have multi-cultural resources in the classroom and use maps and atlases to find out where they are from. We also explore festivals such as Holi, Diwali and Chinese New Year and ensure that we read a range of stories from and about different cultures.

By the end of Reception children will:

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

Physical Education in the Early Years



In Reception, we teach PE through the EYFS area of **Physical Development**.

This area of learning offers opportunities for children to develop and practise the control they have over their own bodies. It allows for them to further develop the confidence and skills in large gross motor movements such as running, jumping, climbing, swinging, hanging etc. Developing and promoting their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills that they will need to develop holistically.

Encouraging the finer movements which involve the ability to control the use of one-handed tools and equipment e.g. digging tools, paint brushes, mark-making and writing tools. This area of learning is also vital in supporting a developing understanding of how their bodies work and what they need to be healthy and safe, (including knowing when they are hungry, cold, hot or thirsty, etc) and how they are able to best meet these needs.

Whole School Big Ideas:

Developing skills, Challenge, Performance

Developing skills

Reception children are encouraged to be active for as much of the day as possible. They are taught how to safely manoeuvre space and they participate in activities that help them gain control of their fine and gross movements. Children are taught simple rules of different games such as football and badminton and they make up their own games with rules using a range of equipment. Children learn about the benefits that an active lifestyle has on their bodies and how to identify changes that occur when they are active and exercising. Our children continually learn new skills and develop existing skills to a high standard. These skills include social, emotional and thinking skills in order to develop the whole child.

Challenge

Children complete a daily PE challenge involving a variety of physical skills from hopping and ball control to developing strength and stamina. During PE lessons the hall is set up with a wide range of small and large equipment-challenging the children to take risks and extend their confidence when climbing and balancing. In the outside learning environment skills are modelled so that the children know how to use the equipment before being free to explore and challenge themselves in their own way. Children are consistently challenged to be the best they can be.

Performance

Children have daily opportunities to participate in physical activities and games in order to become confident in a range of skills. Through constant encouragement from others they are motivated to improve their performance and skill set.

By the end of Reception children working at the expected level of development will:

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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.

Art and Design, Design Technology and Music are taught through the EYFS area of **Expressive Arts and Design**.

This area of learning offers opportunities for children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance, imaginative and role-play activities. They are presented with the opportunities to experiment with different media, resources and a range of activities which will inspire and stimulate their creativity and motivation to move their learning forward. The Foundation Stage Curriculum and the Early Years Foundation Stage provides a structure of learning opportunities through which we develop the different aspects of early education. These areas cover the basic skills necessary for Key Stage 1 of the National Curriculum. We believe our creative and topic-based curriculum helps children meet learning opportunities within a happy, secure and interesting environment through practical activity, enquiry and purposeful play, with consolidation through practice, talk and reflection.

Art in the Early Years



In Reception, Art and Design is taught through the EYFS area of **Expressive Arts and Design**.

Whole School Big Ideas

Inspiration, Experimentation, Expression

Inspiration

Reception children are presented with a range of inspirational objects to draw, paint and make and they are introduced to the work of illustrators of storybooks and famous artists such as Van Gogh and Henri Matisse. They are also inspired by experiences, feelings, ideas of others and provocations in other areas of learning.

Experimentation

Reception children are taught a variety of Art skills in drawing, painting, printing, collage, textiles and 3D and have daily opportunities to experiment with different media during child-initiated learning and adult focus activities. They are encouraged to experiment with texture and colour mixing and they learn to select their own Art resources to achieve a planned effect.

Expression

Reception children have many opportunities to express themselves through Art and can practice and explore new skills daily. The children are encouraged to talk about their art

work and the work of others and say what they like best and give suggestions for how it could be improved next time.

By the end of Reception children working at the expected level of development will:

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.
- Begin to show accuracy and care when drawing. (PD)

Design and Technology in the Early Years



In Reception, Design and Technology is taught through the EYFS area of **Expressive Arts and Design**.

Whole School Big Ideas

Design and creativity, Technical and practical skills, Problem-solving and evaluation

Design and creativity

Children develop their designing skills and build for a purpose rather than an outcome, drawing on the creativity. They learn to explain how their models work and move. They begin to plan and draw their designs before making them.

Technical and Practical skills

Children learn to build, design and evaluate by making models, using a range of construction materials and tools and exploring how to join materials together using glue, tape, treasury tags, split pins and string.

They develop their cooking skills by mixing, measuring and chopping.

Problem-solving skills and evaluation

Reception children are asked to evaluate the models they make and make independent changes as necessary to improve their design. Through constant evaluation they learn how to adapt their structures to make them safe and secure eg. when using the crates to climb and balance on. We use questions such as 'How could you...?' and 'What would happen if...?' to encourage problem solving skills during DT learning.

By the end of Reception children working 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.
- Use a range of small tools, including scissors. (PD)

Music in the Early Years



In Reception, Music is taught through the EYFS area of **Expressive Arts and Design**.

In Reception we use Charanga alongside other musical experiences to ensure our children are introduced to a wide range of music.

Whole School Big Ideas

Appraising, Experimentation, Performance

Appraising

Reception children listen to a wide range of music from Nursery rhymes, popular songs to classical music and opera. They have the freedom to respond to music how they wish and are encouraged to express their preferences through their response. They begin to use musical language to appraise and express likes and dislikes about familiar songs.

Experimentation

Reception children have daily opportunities to freely experiment and express themselves through music. They have access to a music wall in the garden and can access the CD player and music programs on the computers and iPads. Children are encouraged to make up their own routines of movement, extend songs when singing and make up their own rhythms. They are encouraged to express how music makes them feel and what they think the music is about. Children are taught to explore different sounds and rhythms through singing more complex songs and playing percussion instruments. They learn to name musicians, song writers and composers and discuss style and emotion.

Performance

Children practice their performing skills in the classroom and on the stage in the outside area during child-initiated learning and through dance and movement lessons in PE. They take on roles in the Christmas production and in assemblies in which they perform songs, dance routines and movements to music.

By the end of Reception children working at the expected level of development will:

- 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.



Updated by Lisa Death

July 2023

Signature of Headteacher	
Approved by The Local Governing Body	Hintlesham and Chattisham CE Primary
Signature of Chair of Governors	
Date approved	July 2023
Review date	June 2024