

How foundation subjects are taught
in



St. Anne's EYFS



Early Years Foundation Stage History

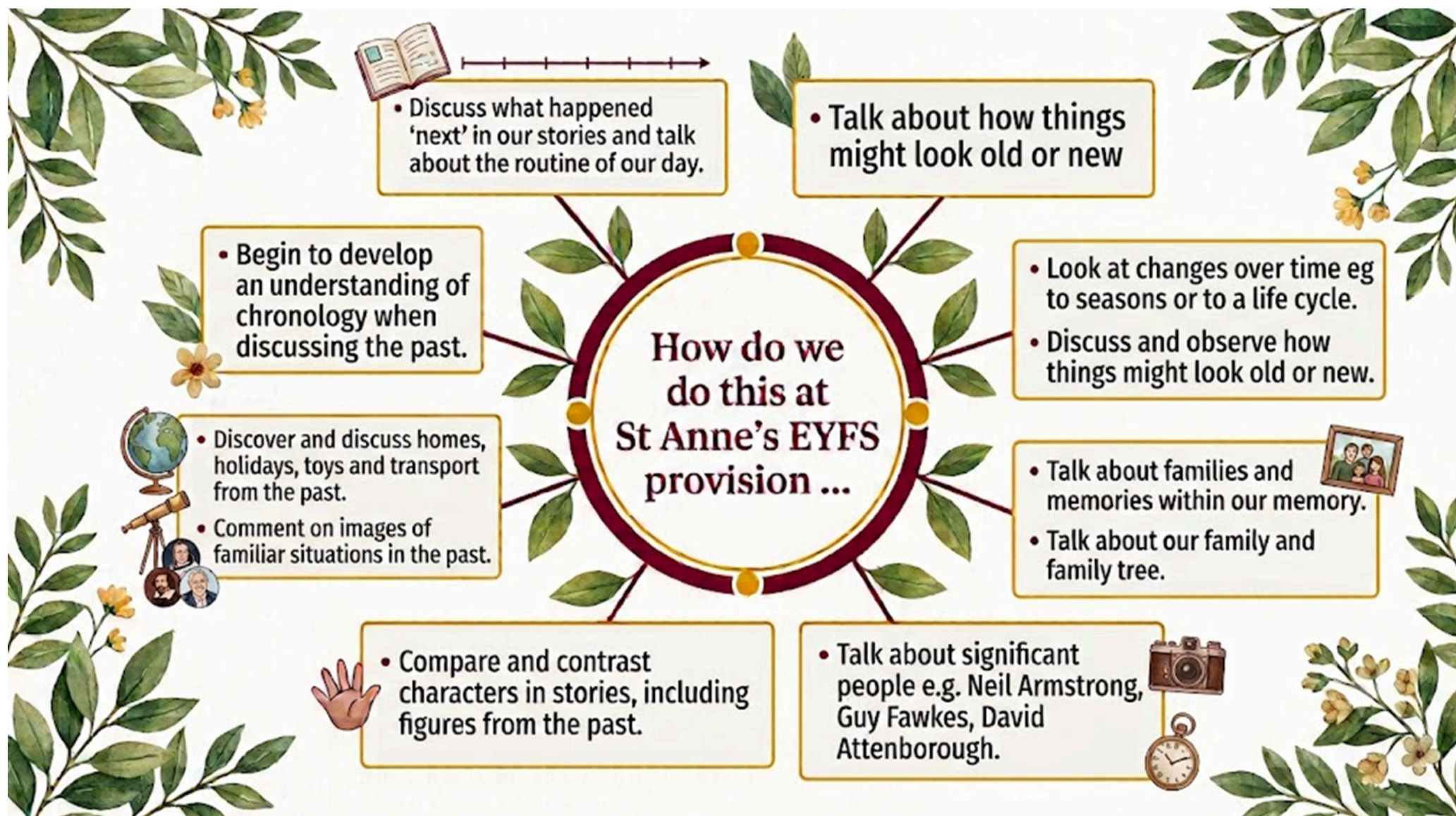


Our main link to History is within the 'Understanding the World' area of learning

The characteristic of effective learning		PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>		<u>Children will be learning to</u>	
3-4 year olds	Understanding The World		Begin to make sense of their own life-story and family’s history. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	
Reception	Understanding The World		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talks about past and present events in their own life and in the lives of family members	
Early Learning Goals	Understanding The World Past and Present		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.	
Other areas of learning that may link to history				
3-4 year olds	Communication and Interaction		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.	
3-4 year olds	Maths		Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...	



Early Years Foundation Stage History





Early Years Foundation Stage Geography

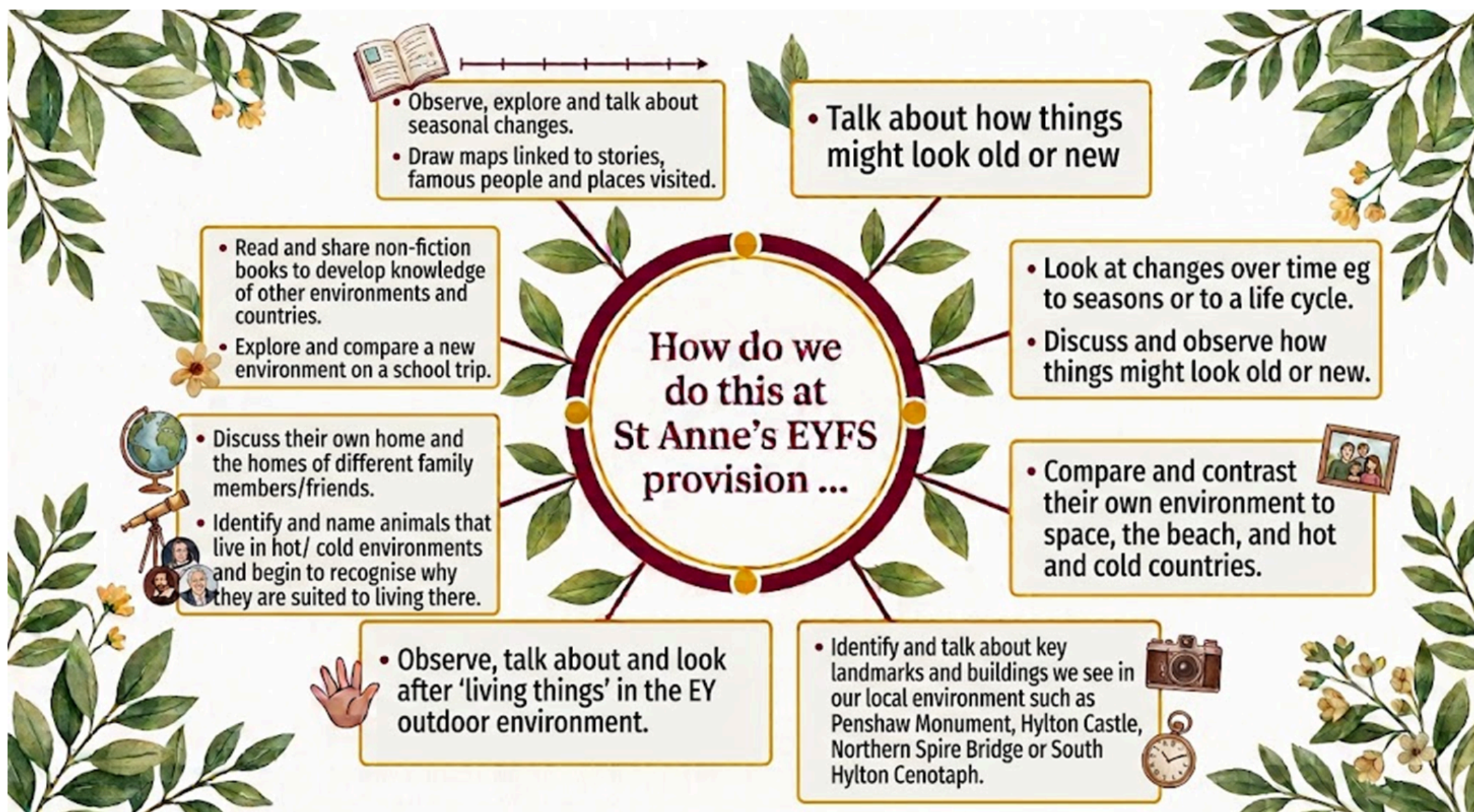


Our main link to Geography is within the 'Understanding the World' area of learning			
The characteristic of effective learning	PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>	<u>Children will be learning to</u>	
3–4-year-olds	Understanding The World	Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Shows interest in different occupations and ways of life indoors and outdoors Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Begin to understand the effect their behaviour can have on the environment	
Reception	Understanding The World	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Talks about the features of their own immediate environment and how environments might vary from one another Looks closely at similarities and differences between life in this country and life in other countries. Knows about similarities and differences in relation to places, objects, material and living things.	

Early Learning Goals	Understanding The World People, Cultures and Communities	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. 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.
Early Learning Goals	Understanding The World The Natural World	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.
Other areas of learning that may link to geography		
3-4 year olds	Maths	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Responds to and uses language of position and direction



Early Years Foundation Stage Geography





Early Years Foundation Stage Science



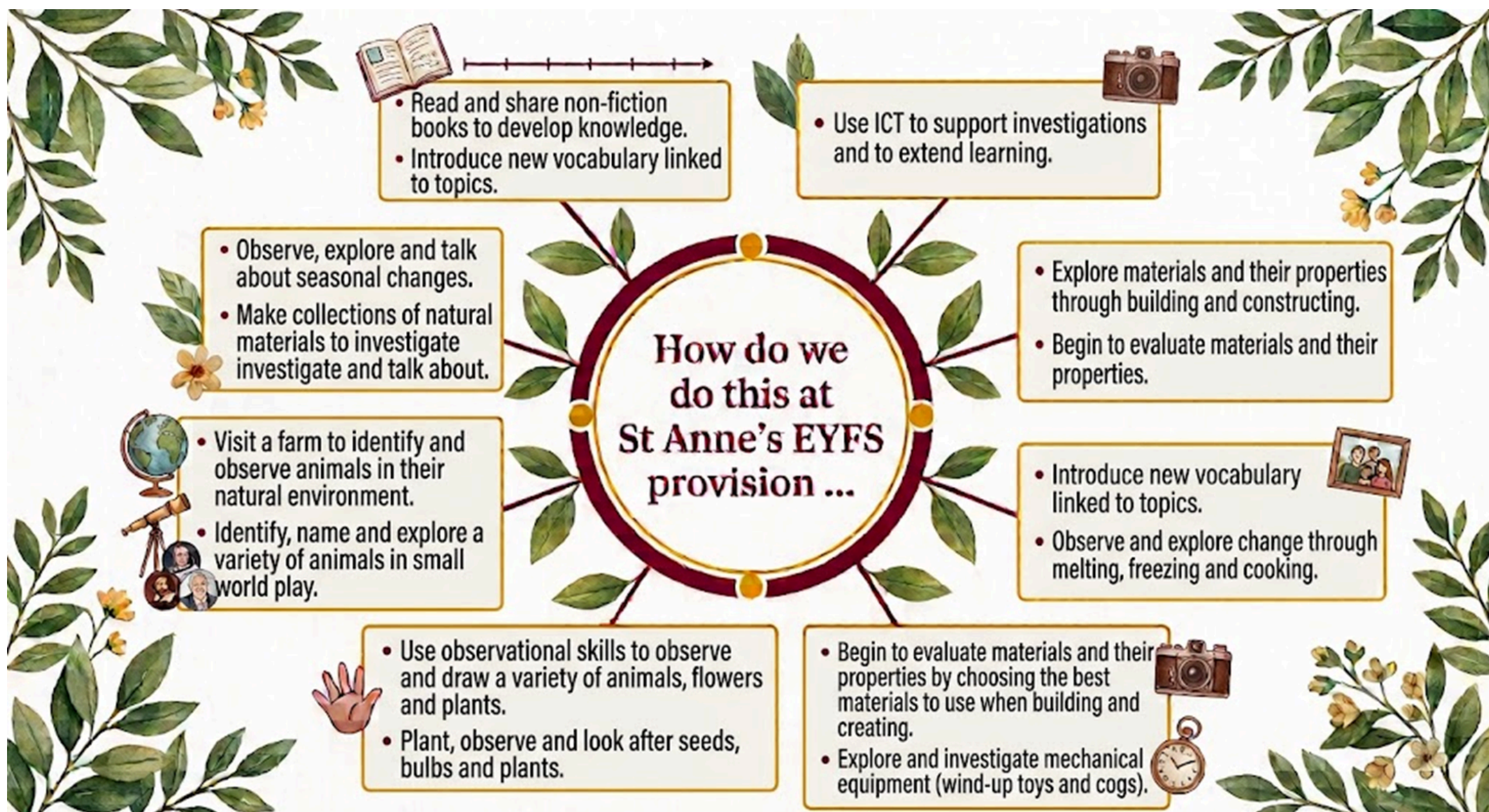
Our main link to Science is within the 'Understanding the World' area of learning

The characteristic of effective learning	PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>	<u>Children will be learning to</u>	
3–4-year-olds	Understanding The World	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment. Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment.	
Reception	Understanding The World	Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things. Makes observations of animals and plants and explains why some things occur, and talks about changes	

Early Learning Goals	Understanding The World 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.
Other areas of learning that may link to science		
3-4 year olds	Physical Development	Make healthy choices about food, drink, activity and toothbrushing
3-4 year olds	Communication and Language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
3-4 year olds	Expressive Arts and Design	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
Reception	Communication and Language	Make comments about what they have heard and ask questions to clarify their understanding.
ELG	Communication and Language	Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts.
ELG	Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
ELG	Personal, Social and Emotional	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Early Years Foundation Stage Science





Early Years Foundation Stage PSHE



Our main link to PSHE is within the 'Personal, Social and Emotional' area of learning

The characteristic of effective learning	PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>	<u>Children will be learning to</u>	
3–4-year-olds	Personal, Social and Emotional Development	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.	

		Is sensitive to others' messages of appreciation or criticism.
Reception	Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
Early Learning Goals	Personal, Social and Emotional Development 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.
Early Learning Goals	Personal, Social and Emotional Development 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.
Early Learning Goals	Personal, Social and Emotional Development 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.



Early Years Foundation Stage PSHE





Early Years Foundation Stage

Art



Our main link to Art is within the 'Expressive Arts and Design' area of learning

The characteristic of effective learning	PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>	<u>Children will be learning to</u>	
3–4-year-olds	Expressive Arts and design	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Continues to explore colour and how colours can be change. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination,	
Reception	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. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.	
Early Learning Goals	Expressive Arts and design 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	

Other areas of learning that may link to art		
3–4-year-olds	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.
Reception	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility
Early learning Goals	Physical Development Fine Motor	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.
Early learning Goals	Understanding The World The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.



Early Years Foundation Stage Art





Our main link to Design Technology is within the 'Expressive Arts and Design' area of learning

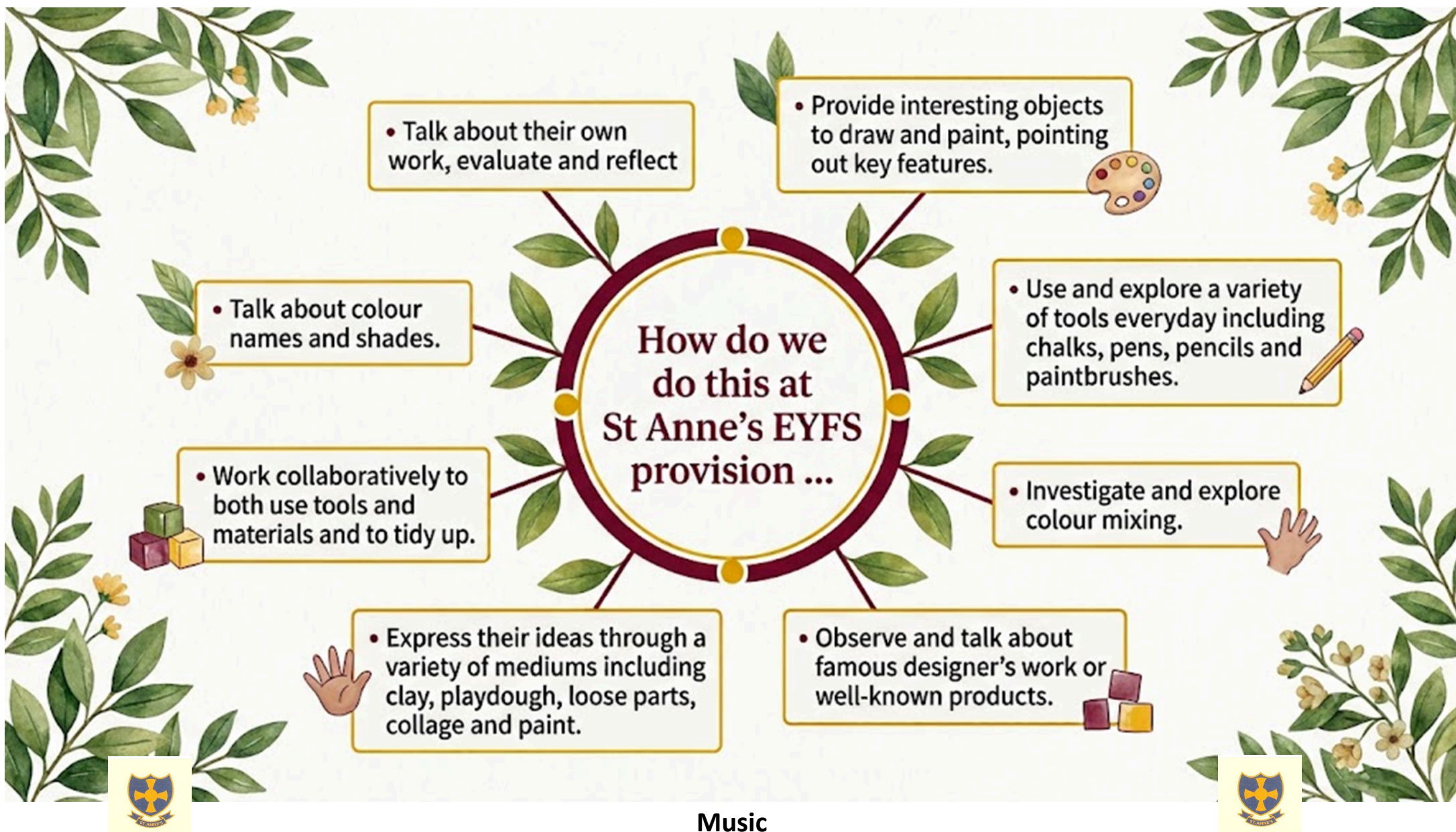
Our main link to Design Technology is within the 'Expressive Arts and Design' area of learning				
The characteristic of effective learning		PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>	<u>Children will be learning to</u>		
3–4-year-olds	Expressive Arts and design	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Continues to explore colour and how colours can be changed. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination,		
Reception	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. Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.		
Early Learning Goals	Expressive Arts and design 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		
Other areas of learning that may link to design technology				
3–4-year-olds	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.		

		Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Reception	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility
Early learning Goals	Physical Development Fine Motor	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.



Early Years Foundation Stage Design Technology





Music

Our main link to Design Music is within the ‘Expressive Arts and Design’ area of learning				
The characteristic of effective learning		PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>		<u>Children will be learning to</u>	
3–4-year-olds	Expressive Arts and design		Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.	
Reception	Expressive Arts and design		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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	
Early Learning Goals	Expressive Arts and design Being Imaginative and Expressive		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.	
Other areas of learning that may link to Music				
3–4-year-olds	Communication and Language		Sing a large repertoire of songs. Know many rhymes	
3–4-year-olds	Physical Development		Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	
Reception	Communication and Language		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	



Early Years Foundation Stage Music



**How do we
do this at
St Anne's EYFS
provision ...**

- Play sound-matching games.
- Clap or tap to the pulse of songs or music.

- Invite musicians in to play music to children and talk about it.

- Play guessing games where children close their eyes and try which instrument is being played.

- Encourage children to listen attentively to music. Talk about changes and patterns as a piece of music develops.

- Explore a wide range of different instruments, from a range of cultures.

- Play pitch-matching games, humming or singing short phrases for children to copy.

- Experiment with different ways of playing instruments.

- Play, share and perform a variety of music and songs ...and historical periods.



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	<u>Area of Learning</u>	<u>Children will be learning to</u>		
3–4-year-olds	Understanding The World	Explore how things work Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.		
Reception	Personal, Social and Emotional Development	Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'. Shows confidence in choosing resources and perseverance in carrying out a chosen activity		
Reception	Expressive Arts and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Completes a simple program on electronic devices. Uses ICT hardware to interact with age-appropriate computer software. Can create content such as a video recording, stories, and/or draw a picture on screen. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can use the internet with adult supervision to find and retrieve information of interest to them.		
Early learning Goals	Personal Social and Emotional Development Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.		
Early learning Goals	Expressive Arts and Design Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		



Early Years Foundation Stage



PE

Our main link to PE is within the ‘Physical Development’ area of learning

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The characteristic of effective learning	PLAYING AND EXPLORING To show curiosity about objects, events and people	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination
	<u>Area of Learning</u>	<u>Children will be learning to</u>	
3–4-year-olds	Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	
Reception	Physical Development	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	

Early Learning Goals	Physical Development 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.
Other areas of learning that may link to PE.		
Reception	Expressive Arts and Design Being Imaginative and Expressive	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.
Early learning Goals	Expressive Arts and Design Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Early learning Goals	Personal, Social and Emotional Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing and understanding the importance of healthy food choices.
Early learning Goals	Personal, Social and Emotional Building Relationships	Work and play cooperatively and take turns with others.
	Personal, Social and Emotional Self-regulation	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.



Early Years Foundation Stage PE





How do we do this at St Anne's EYFS provision ...

- Playing with large cardboard boxes, old tyres, hollow wooden blocks or watering cans full of water. Children lift, stack and move these items around the outdoor area.

- Movement play activities using rhythm sticks, a large elastic scrunchie or a parachute.

- Creating an obstacle course incorporating crates to climb over, tunnels to crawl through, stepping stones to balance on and chalk lines to hop along.

- Tracking and throwing games such as throwing beanbags into large buckets, chasing and catching bubbles, or rolling large balls ad forth to a partner.

- Using soft, slow moving items like scarves or large balloons gives children more time to

- Using soft, slow moving items like scarves or large balloons gives children more time to process the tracking movement.

- Movement to music and storytelling activities such as stretch high like trees.

- Pushing and transporting objects using a wheelbarrow or pushchair.

- Riding scooters, trikes and balance bikes.
- Joining in with action rhymes such as 'Row, row, row your Boat'. 'The Grand Old Duke of York'.