

Barrow CE School Early Years Foundation Stage Statement of Intent

At Barrow CE Primary School, our Christian vision of “**Let Your Light Shine**” (**Matthew 5:16**) is at the heart of everything we do. We believe that every child is uniquely valued and has their own individual gifts, talents and potential. Our Early Years curriculum provides a nurturing, inclusive and inspiring environment where children are encouraged to develop confidence, curiosity and a lifelong love of learning.

We recognise that children learn best through meaningful experiences, play, exploration and positive relationships. Through our carefully planned curriculum, we aim to develop the whole child by supporting their academic, social, emotional, physical, creative and spiritual growth. We encourage children to explore God’s wonderful world with a sense of awe and wonder, developing respect for themselves, others and the environment around them.

Our EYFS curriculum is designed around the seven areas of learning and development. Through high-quality interactions, engaging experiences and opportunities to investigate, create, communicate and problem solve, children develop the knowledge, skills and understanding they need for their future learning journey.

We aim to enable every child to flourish as a confident, independent and resilient learner, celebrating their uniqueness and encouraging them to let their light shine through kindness, creativity, curiosity and positive relationships.

Barrow CE School Early Years Foundation Stage Implementation

At Barrow CE Primary School, we provide a carefully planned and progressive EYFS curriculum that combines purposeful adult-led teaching with high-quality continuous provision. Our learning environments are designed to stimulate curiosity, encourage independence and allow children to explore their own interests while developing the skills and knowledge needed to succeed.

The Prime Areas of Learning form the foundation of our curriculum. Children develop communication and language through stories, songs, rhymes, discussions and opportunities to share their ideas confidently. Physical development is promoted through indoor and outdoor activities that develop gross and fine motor skills, independence and healthy lifestyles. Personal, social and emotional

development is embedded throughout the school day, enabling children to build relationships, manage emotions, develop resilience and understand the importance of kindness, respect and responsibility.

The Specific Areas of Learning build upon these foundations. Through literacy and mathematics, children develop a secure understanding of language, early reading, writing and number. Through Understanding the World, children learn about their families, community, local area, different cultures, celebrations and the wider world, developing a sense of wonder and appreciation for the diversity of God's creation. Experiences such as visits to Saint Bartholomew's Church, exploring the local village, Forest School and outdoor learning help children make meaningful connections with the world around them.

Children's creativity and self-expression are developed through Expressive Arts and Design, where they explore a range of artistic techniques, materials, music, movement and imaginative play. Through opportunities to create, perform and share their ideas, children gain confidence and discover the joy of expressing their own unique talents.

Throughout the EYFS, adults carefully observe, assess and respond to each child's individual needs, ensuring appropriate support and challenge. Through strong relationships with families, we create a partnership that supports every child's journey and allows them to flourish.

Barrow CE School Early Years Foundation Stage Impact

The impact of our EYFS curriculum is seen in children who are happy, confident and enthusiastic learners with a strong sense of belonging within our school community. They demonstrate curiosity, independence and resilience, showing a willingness to explore, ask questions and embrace new experiences.

Children leave the Early Years Foundation Stage with secure foundations in communication, literacy, mathematics and their understanding of the world. They are able to work collaboratively, build positive relationships and regulate their emotions, preparing them successfully for the next stage of their education.

Through ongoing observations, assessment, pupil voice and close partnership with families, practitioners ensure that every child makes progress from their individual starting points and is supported to achieve their full potential.

By the end of Reception, our children leave as confident, caring and capable learners who understand their own value and the value of others. They will have developed a love of learning, a sense of awe and wonder about the world around them, and the confidence to let their light shine as they continue their journey through Barrow CE Primary School and beyond.

Characteristics of Effective Learning		
Playing and exploring Children investigate and experience things and have a go	Active learning children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Creating and thinking critically Children have and develop their own ideas, make links between ideas, develop strategies for doing things.

Connector	Autumn 1 Hello, here I am	Autumn 2 My family	Spring 1 My community	Spring 2 This is Barrow	Summer1 Get growing	Summer 2 Off to explore
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	Marvellous me	Let's celebrate	Off on an adventure	Around Barrow	Get growing	Wonderful world
Possible lines of enquiry	Who am I? What do I look like? What was I like as a baby? What do I like? What is my home like? What is a season? What does my world look like in autumn? What's the weather like in autumn?	Celebration? What do my family and I celebrate? How do we celebrate? Why do we celebrate? How are our families the same/ different?	Where do I live? What are the key places in our local area? How do I travel to school? What is a map? What does my world look like in winter? What is the weather like in winter?	What is a community? Who are the people that help us in our community? How can we keep safe in our community? What does my world look like in spring? What animals live in my school habitat? What is the	How do things grow? What is a life cycle? What is the weather like in summer? How has it changed over the year?	How our environment is similar and different? Trade? What is similar/ different in other countries? What does my world look like in summer?

				weather like in spring?		
Possible wow moments/experiences	Autumn walk Post a letter Harvest festival Go to Barrow Church	Remembrance Day Bonfire night Christmas time Nativity Birthdays Diwali Children in need Anti bullying BTales live performance (inc music and dance)	Local walk Chinese New Year Valentine's Day Shrove Tuesday Number day	World book day Spring walk Visit from a member of the local community Mother's Day Visit to Barrow park	Growing seeds Chicks/caterpillars Summer walk to Bluebell woods Visit a local of historical importance Visitor from a different religion or culture	Healthy eating Week mini beast Hunt year one Transition visits Go to a theatre to see a live performance
Parent links	Phonics workshop Harvest service Parent's evening	Stay and play Nativity performance		Easter crafts and service stay and play	Parent's evenings	Stay and play sports day transition visits for new parents

Possible Reception Brilliant Books

	Author Focus	Core Text	Non-Fiction	Rhyming/Poetry	Topic	Diversity	No Outsiders
Autumn 1	Julia Donaldson	The Something by Rebecca Cobb	Mary Seacole Marcus Rashford Little people big dreams	We're going on a leaf hunt Steve Metzger The oak tree Julia Donaldson	The leaf thief Alice Hemming	Eyes that speak to the stars Joanna Ho and Dung Ho	You Choose Nick Sharrat
Autumn 2	Giles Andreae	Star in the jar Sam Hay	Celebration Food Clare Hibbert	Room on the Broom	Kipper's Birthday Mick Inkpen	Binny's Diwali Thritty Umriga	Red rockets and rainbow jelly Sue Heap
Spring 1	Oliver Jeffries	Little Red by Bethan Woollvin	Martha Maps it out Leigh Hodgkinson	The Gruffalo Julia Donaldson	The Naughty Bus Jan Oke	Ruby's Chinese new year	Blue Chameleon Emily Gravett
Spring2	Jill Murphy	Mr Gumpy's outing John Burningham	People who help us factfiles John Wood	Supertato Sue Hendra	The Jolly Postman Alan Ahlberg	Coming to England Floella Benjamin	The Family Book Todd Parr
Summer 1	Eric Carle	Extraordinary Gardener Lizzie Stewart	Big book of the blue Mary Anning	Tiddler Julia Donaldson	What the ladybird heard	Handa's surprise	Mommy, Mamma and me Lesley Newman

					Julia Donaldson		
Summer 2	Judith Kerr	The Storm Whale by Benji Davis	Seed Sunflower	Ten Seeds Ruth Brown	Jack and the Beanstalk	Eco girl Ken Wilson	Love Corrine Averiss

Prime Areas of Learning Communication and Language					
Communication and language is not specifically planned for across the year. All aspects of developing communication and language are considered through daily classroom practise, continuous provision, group time, whole class teaching. The developmental statements below are a guide to show the progression of this area throughout the school year.					
Listening, attention and understanding, Children will listen carefully to stories, songs and rhymes and recall main events. Children will ask what questions.	Listening, attention and understanding, Children will join in with repeated refrains in a story. Children will ask who questions.	Listening, attention and understanding, children will talk about key events in a story. Children will ask when questions.	Listening, attention and understanding, children will identify the main characters in the story and talk about their feelings. Children will ask where questions.	Listening, attention and understanding, children will link events in a story to their own experiences. Children will ask why questions.	Listening, attention and understanding, children will ask questions in role play to an imaginary character (hot seating). Speaking

<p>Speaking</p> <p>Talking a small group to their new class/ new teacher.</p> <p>To orally retail our literacy read to write text.</p> <p>Children will know and use vocabulary linked to the theme from non- fiction books and stories.</p> <p>Staff will model how to use talk to work out problems.</p>	<p>Speaking</p> <p>To talk in front of the whole class.</p> <p>To orally retell our literacy read to write text.</p> <p>Children will know and use vocabulary linked to the theme from non- fiction books and stories.</p> <p>Children will use talk to work out their problems.</p> <p>Children will use social phrases throughout the day.</p>	<p>Speaking</p> <p>To orally retail our literacy read to write text.</p> <p>To talk in sentences using conjunctions EG and, be cause.</p> <p>Children will know and use vocabulary linked to the theme from non- fiction books and stories.</p>	<p>Speaking</p> <p>To orally retail our literacy read to write text.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will know and use vocabulary linked to the theme from non- fiction books and stories.</p>	<p>Speaking</p> <p>To orally retail our literacy read to write text.</p> <p>Children will link statements and stick to the main theme.</p> <p>Children will use sequencing words to describe events in detail and to retell own stories.</p> <p>Children will know and use vocabulary linked to the theme from non- fiction books and stories.</p>	<p>Children will know and use vocabulary linked to the theme from non- fiction books and stories.</p> <p>Children will talk about why things happen using newly introduced vocabulary.</p> <p>Children will talk in compound sentences using a range of tenses.</p>
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Staff will model the use of social phrases.					
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Prime Areas of Learning Physical Development

Gross motor	Gross motor	Gross motor	Gross motor	Gross motor	Gross motor
Children will put on their coat independently.	Children will know how to hop, skip and jump.	Children will know how to throw and catch a large ball.	Children will know how to kick towards a target.	Children will travel with control over apparatus.	Children will travel with control over apparatus.
Use outdoor trikes	Fine motor	Use balance bikes	Fine motor	including climbing Use pedal bikes	Develop control, grace and fluidity in movement.
Develop skills needed to manage the school day successfully eg lining up and queueing,	Children will have an efficient pencil grip and posture for writing.	Children will know how to use a knife and fork.	Children will know how to correctly form the letters j,v,w,x,y,z,	Fine motor children will know how to correctly form all letters.	E.g. can you climb higher, run faster and jump further. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.
	Children will know how to zip up their coat.	They will use good manners within the snack/dining setting			

<p>travelling around the school.</p> <p>Fine motor</p> <p>Children will know how to use a comfortable grip when holding a pencil.</p> <p>Children will know how to thread.</p> <p>Children will know how to copy their name.</p>	<p>Children will know how to correctly form the letters s,a,t,p,l,n,m,d,g,o,c,k,.</p>	<p>Fine motor</p> <p>Children will know how to use two hole scissors to make snips/ cut along lines in paper.</p> <p>Children will know how to correctly form the letters e,u,r,h,b,f.</p>		<p>Children will know how to do up and undo buttons.</p> <p>Children will begin to correctly form capital letters.</p>	<p>Gymnastic style activities in hall</p> <p>Fine motor</p> <p>children will know how to use two hole scissors to cut out simple shapes.</p> <p>Children will know how to correctly form capital letters.</p>
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Prime Areas of Learning Personal, Social and Emotional development

All aspects of developing PSED is considered through daily classroom practise, continuous provision, group time, whole class teaching. All children's individual needs are considered. The below developmental statements are a guide to show progression of this area throughout the school year.

Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation	Self-regulation
To focus during short whole group sessions.	Children will be able to talk about how they are feeling.	Children will know how to make the right choice and the consequences of not doing so.	Children will know the effects of their behaviour on others.	Children will know ways to control their emotions when they are feeling upset/angry.	children will maintain focus during extended whole class teaching.
To understand how people show emotions.	Children will respond to changes in routine EG Nativity.	Managing self children will know how important it is to go to bed and rest your body.	Managing self the children will change for PE independently.	Managing self children will know what a sensible amount of screen time is and why this is important for the health.	Managing self Children show a can do attitude to manage self-help needs.
To understand that they are important and they can express their needs and interests	Managing self children will understand the need for class rules.	Children will know how to be a safe pedestrian and why this is important.	Children will know regular exercise is important for their health.		Children will know how healthy eating is important for their health
To change into their wellingtons with support.					
To put coat on independently.					

<p>To use the toilet independently.</p> <p>Building relationships</p> <p>To seek support from adults.</p> <p>To gain confidence to speak to peers and adults.</p>	<p>Children will understand that we must have a healthy snack in school</p> <p>Building relationships</p> <p>Children will know how to listen to others with respect.</p>	<p>Children will practise with zippers, buttons and buckles.</p> <p>Building relationships</p> <p>To understand that others have needs that must be considered</p>	<p>Children will understand the importance of brushing their teeth.</p> <p>Building relationships</p> <p>Children will know how to treat others in our class using the school's three rules.</p>	<p>Building relationships</p> <p>Children will know how to express their opinion and understand it is OK to have a different opinion to their friends.</p>	<p>Building relationships</p> <p>Children will know how to resolve a problem by talking it through with a friend or adult.</p>
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<p>Specific Area of Learning Mathematics</p>		
<p>Maths In italics- not statutory but part of Development Matters</p>		
<ul style="list-style-type: none"> • Numbers to 5 	<ul style="list-style-type: none"> • Numbers to 10 	<ul style="list-style-type: none"> • Counting on and counting back (adding counting on and taking away by counting back)

<p>To have an understanding of number to 5, including the composition of each number up to 5.</p> <p>Recognise the pattern of the counting system.</p> <p>Begin to subitise (recognise quantities without counting) up to 5.</p> <ul style="list-style-type: none"> • Comparing groups within 5 <p>To compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <ul style="list-style-type: none"> • Shape (2D and 3D shape) <p><i>Exploring 2D and 3D shapes and recognising shapes in the real world.</i></p> <p><i>Discovering and naming the common properties of shapes</i></p> <p><i>To select, rotate and manipulate shapes in order to develop spatial reasoning.</i></p>	<p>To have an understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Verbally count, (recognising the pattern of the counting system).</p> <ul style="list-style-type: none"> • Comparing numbers within 10 <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5 and count on.</p> <p>Compare quantities up to 10 in different contexts, (recognising when one quantity is greater than, less than or the same as the other quantity).</p> <ul style="list-style-type: none"> • Addition to 10 <p>Have an understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p>	<p>Have a deeper understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none"> • Numbers to 20 <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none"> • Numerical patterns <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <ul style="list-style-type: none"> • Shape (Composing and decomposing shapes) <p><i>Children recognise that a shape can have other shapes within it.</i></p> <p><i>To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p> <p><i>Select, rotate and manipulate shapes in order to develop spatial reasoning.</i></p> <ul style="list-style-type: none"> • Measure (volume and capacity)
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<ul style="list-style-type: none"> • Change within 5 <p>Continue to compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Number bonds within 5 <p>To introduce the part-whole model</p> <p>Have an understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.</p> <ul style="list-style-type: none"> • Space (Spatial awareness) <p><i>To use positional and directional language to describe where an object is.</i></p> <p><i>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</i></p>	<p>and some number bonds to 10, including double facts.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Measure (length, height, distance and weight) <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Number bonds to 10 <p>Have an understanding of number to 10, including the composition of each number.</p> <p>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.</p> <ul style="list-style-type: none"> • Subtraction 	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Sorting (sorting into 2 groups) <p><i>To sort up to 5 objects into two or more groups using size, colour or shape.</i></p> <p><i>That collections can be sorted in a number of different ways and into more than two groups.</i></p> <ul style="list-style-type: none"> • Time <p><i>Children to sequence activities and events in their day.</i></p> <p><i>Use the language related to time: before, after, next, then, later</i></p>
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	<p>Have an understanding of number to 10, including the composition of each number.</p> <ul style="list-style-type: none"> • <i>Exploring patterns making simple patterns and exploring more complex patterns)</i> <p><i>To recognise, continue, copy and create repeating patterns.</i></p>	
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Specific Areas of Learning Understanding of the World		
<p>Past and present</p> <p>Sequence 3 familiar events from the day: get up, go to school, go to bed Talk about their immediate family with confidence.</p> <p>Describe the life cycle of a person e.g. baby, toddler, teenager, parent, grandparent</p> <p>Describe special times or events in their own lives using time language e.g. Halloween, bonfire Night, birthdays.</p>	<p>Past and present</p> <p>Sequence 3 events: starting school, Christmas and now.</p> <p>Describe similarities and differences between an old/new object – transport. Things that happened before they were born e.g., Moon landing eg know that Neil Armstrong is a famous figure from the past. Ensure they learn about both women and men from the past.</p>	<p>Past and present</p> <p>Sequence two familiar objects/photos now and then: old telephone and new telephone, penny farthing/ new bike, old toy/ new toy</p> <p>Describe similarities and differences between an old/new objects/ pictures eg holidays, transport, schools</p> <p>Use the words old and new to describe items</p>

<p>People, Culture & Communities</p> <p>Understand that there are many different types of families</p> <p>Name areas in the classroom and the wider school e.g. hall, playground, office, field, classroom, corridor,</p> <p>Know our school is called Barrow CE Primary School</p> <p>My address is the place I live</p> <p>Talk about different jobs people have in the local community (Ongoing) Show and understanding there are different types of home e.g., bungalow, detached, semi-detached, flats Understand the role of a farmer at Harvest time</p> <p>The Natural World</p> <p>Materials</p> <p>Using the senses to explore the outdoor environment in our school e.g. pond, allotment, forest school</p>	<p>People, Culture & Communities</p> <p>Understand that people have different cultures and celebrate different festivals</p> <p>Understand what a community is.</p> <p>Talk about a community that they belong to e.g. religious, Rainbows, Football team with confidence.</p> <p>Name features in our local village- e.g., garage, church, village hall, school, pub.</p> <p>Understand that Saint Bartholomew's Church is a special place of worship. Visit the Church, invite the vicar in to class.</p> <p>Barrow Ce Primary School is on Ferma Lane, Great Barrow</p> <p>Draw information from a simple photos and simple maps e.g. classroom, Barrow School (inc aerial photos) Draw a simple map of their journey to school</p> <p>Describe a story setting using photographs</p>	<p>Visit a local place of historical importance e.g. Chester walls, Beeston castle, Ewloe Castle</p> <p>People, Culture & Communities</p> <p>There are different countries in the world</p> <p>Explore globes and atlases.</p> <p>Use a large world map to identify different countries</p> <p>Some environments that are different to the one that we live e.g. farm, jungle, a hot environment, arctic, under the sea.</p> <p>Model vocabulary to name specific features of the world eg ocean, mountain, road (include man made and natural)</p> <p>Understand that there are other places of worship that are important to people.</p> <p>Invite visitors from different religions to class.</p>
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<p>Name some everyday materials e.g. wood, glass, plastic.</p> <p>Describe similarities and differences in relation to familiar objects and materials.</p> <p>Use observation skills: looking and touching to find properties of materials,</p> <p>To sort materials by properties e.g., shiny, soft, hard. Observe and interact with natural processes e.g. melting, floating, heating, cooling, waterproof, not waterproof.</p> <p>To explore the properties of magnets and magnetic materials.</p> <p>Sing songs and rhymes about autumn and harvest</p> <p>Seasonal Changes</p> <p>Describe the effect of Autumn, Winter (season) on the natural world around them.</p> <p>Use their senses to explore the changes of the season of autumn.</p>	<p>Draw simple maps of their immediate environment/ imaginary story settings Follow simple directions to complete a route.</p> <p>Name people in our communities that help us e.g. police, postal workers, teachers</p> <p>The Natural World</p> <p>Describe some habitats that different animals like to live in e.g. woodland, ocean, desert.</p> <p>Describe how to show care and concern for living things.</p> <p>Observe creatures in their habitats.</p> <p>Make observations of animals e.g. legs, wings,</p> <p>Make observational drawings of animals, describe what they see.</p> <p>Match young and adult animals</p> <p>Sort and classify animals into chosen criteria e.g. legs/no legs, farm animals/zoo animals, nocturnal</p> <p>Talk about the life cycle of an animal</p>	<p>Recognise that people have different beliefs (this will be weaved in throughout the year).</p> <p>Understand that children's lives in other countries may be similar or different e.g. food, music, clothes, school.</p> <p>The Natural World</p> <p>Plants and Changes</p> <p>Explain that plants are living things</p> <p>Name and describe some common plants they see in their familiar world - Daisy, Daffodil, Dandelion, buttercup, blossom, tree</p> <p>Grow a plant from seed and talk about what the plant needs to grow.</p> <p>Make observations of how the plant changes, describing what they see.</p> <p>Sing songs and rhymes about plants</p> <p>To observe and interact with shadows</p>
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	<p>Sing songs and rhymes about animals</p> <p>Small world animals and stories – three little pigs</p> <p>We're going on a bear hunt</p> <p>Little Red Riding Hood</p> <p>Three Billy Goats Gruff (Spring 2)</p> <p>Seasonal Changes</p> <p>Describe the effect of Spring on the natural world around them.</p> <p>Use their senses to explore the changes of the season.</p>	<p>Seasonal Changes</p> <p>Describe the effect of Summer on the natural world around them.</p> <p>Use their senses to explore the changes of the season.</p>
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<p>Expressive Arts and Design</p>
<p>Drawing Skills</p> <p>Hold drawing mediums (pencil, chalk etc) with increasing control, using a consistent grip. (full grip of three fingered grip.</p> <p>Create lines and shapes that more clearly reference a given shape or concept.</p>

Use a variety of drawing apparatus, they can create basic shapes that represent objects.

Represent a variety of colours

Drawing Knowledge

Explain what they have created.

Different shapes represent different things.

Artists choose colours carefully.

Painting Skills

Hold painting medium (paintbrush, sponge brush etc) with increasing control, using a consistent full grip or three -fingered grip .

Create lines and shapes that more clearly reference a given shape.

Using painting apparatus, they can create basic shapes that represent objects from observation or imagination.

Paint on different surfaces.

Select thick and thin brushes

Explore mixing colours

Painting Knowledge

Independently access painting resources from continuous provision.

Name and recognise some primary colours

Know that when paint is mixed, it will change its colour.

Look at and talk about their artwork (ongoing)

Sculpture Skills

Sculpt, shape, twist and bend materials to make new 3D shapes

Attach and join materials using glue, tape, staples, paper fasteners

Use modelling tools to shape and model materials eg clay, dough, pipe cleaners, tin foil

Join materials using glue

Sculpture Knowledge**Theoretical knowledge of art**

Close their eyes and describe what they remember, describe the colours about a piece of artwork

Build a story around the art

Describe a picture created by an artist

Drawing

Hold drawing tools with increasing control to make marks – pens, chalk, crayon.

Drawing

Select coloured drawing tools for a purpose.
Rehearse and refine using marks, lines and curves to create a simple representation of a

Drawing

Use mark making tools to make drawings that represent ideas or tell a story EG story map, Lego model design eg marbled hole punch sketchbook (use as front cover)

<p>Make a simple representation of familiar objects and people EG family using different enclosed shapes.</p> <p>Develop and practise closed lines using good control. Eg finding circles activity eg shells activity</p> <p>Develop and practise different line types: curved, straight, thick, thin.</p> <p>Painting</p> <p>Independently access painting resource is from continuous provision.</p> <p>Name and recognise primary colours eg collecting, drawing and arranging activity</p> <p>Paint on an easel/different surfaces eg collaging with wax crayons activity</p> <p>Select thick and thin brushes for a purpose.</p>	<p>familiar object and people eg Burton Hathow Ducklings activity</p> <p>Make simple drawings from observations.</p> <p>Painting</p> <p>Select colours for a purpose and begin to mix these colours eg galaxy painting activity based on the artist Paul Klee</p> <p>Paint on different surfaces eg explorer’s book collecting colour activity eg transforming objects activity</p> <p>3D sculpture/ malleable</p> <p>Sculpt, shape, twist and bend materials to make new 3D shapes</p> <p>Use natural objects to create 3d artwork .eg transforming objects activity</p>	<p>Shadow drawings, explaining the process used</p> <p>Painting</p> <p>Look at and talk about, their artwork.</p> <p>Describe a picture created by an artist.</p> <p>Responding to art eg through movement) eg Dancing to art activity – based on the artists of Kandinsky and Monet or painting with string link to the abstract artist Jackson Pollock</p> <p>3D sculpture/ malleable</p> <p>Sculpt, shape, twist and bend materials to make new objects eg prop making for toys/ link to different cultures eg insect hotels activity</p> <p>Music</p>
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<p>Describe a picture created by an artist – Cezanne (close the eyes and describe what they remember, describe the colours and textures) eg still life composition activity inspired by Cezanne</p> <p>3D sculpture/ malleable</p> <p>Use modelling tools to shape and model materials eg clay comodo, pipe cleaners, tinfoil</p> <p>Mould clay to create an object eg Diwali lamp or autumn hedgehog eg clay play activity</p> <p>Music</p> <p>Sing at different speeds.</p> <p>Use the voice to create a loud and soft sounds.</p> <p>Sing call and response songs.</p>	<p>Attach and join materials using glue, tape, staples, paper fasteners eg creating a book world activity</p> <p>Music</p> <p>Play an instrument to a steady beat.</p> <p>Hold on play an instrument with care.</p> <p>Explore the different sounds instruments make e.g. Loud, quiet, fast, slow, high, low.</p> <p>An instrument can be chosen to create a specific sound.</p> <p>Everyone and Our World activities</p> <p>Develop outdoor music area to expand provision.</p>	<p>Experiment performing songs and music together with body movements to a steady beat.e.g. March to the sound of a drum/ creep with a maraca.</p> <p>Watch and talk about dance, music and performance art.</p> <p>Big Bear Funk and Reflect, Rewind and Replay activities.</p>
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<p>Perform movements to a steady beat.</p> <p>Watch a live performance that includes music eg BTales</p> <p>Sing in a group or on their own e.g. Harvest festival and Nativity</p> <p>Me and My Stories activities</p>		
<p>Nursery rhymes and songs eg</p> <p>If you're happy and you know it</p> <p>Tommy Thumb</p> <p>All the leaves are falling down.</p> <p>Dingle dangle scarecrow</p> <p>Two little dicky birds</p> <p>Funny bone song</p> <p>Pat-a-cake</p> <p>Christmas nativity songs</p>	<p>Nursery rhymes and songs eg</p> <p>5 speckled frogs</p> <p>5 little ducks</p> <p>5 little spacemen</p> <p>Down in the jungle</p> <p>The Gruffalo song</p> <p>Row row row your boat</p> <p>Incy wincy spider</p> <p>There's a worm at the bottom of the garden</p> <p>Little Peter rabbit</p>	<p>Nursery rhymes and songs eg</p> <p>10 green bottles</p> <p>Old McDonald</p> <p>One potato two potato</p> <p>Planting seed song</p> <p>Ten in a bed</p>

<p>Additional Areas Curriculum Learning</p>
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Computing

Use a digital device to create and store content for example taking a photo, videoing, artwork.	Programme a Bee-bot or similar, one instruction at a time and clear it at the end.	Understand how to stay safe when using technology.
Use simple activities using touch technology with increasing control.	Make predictions about what a programme will do/do next.	Some information should be kept private.
Name some uses of IT beyond school. For example text, films.	Follow symbol sequences algorithms (PE cards, jump, step etc)	Know what to do if I see things that upset me online at school.