



How foundation subjects are taught in our EYFS

From tiny seeds beautiful minds blossom and grow...





Early Years Foundation Stage

Science



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

3-4 years old	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
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
ELG	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	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	Communication and Language	Make comments about what they have heard and ask questions to clarify their understanding.
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.

Observe, explore and talk about seasonal changes.

Read and share non-fiction books to develop knowledge.

Use ICT to support investigations and to extend learning.

Plant, observe and look after seeds, bulbs and plants.

Explore materials and their properties through building and constructing.

How we do this in our provision...

Introduce new vocabulary linked to topics.

Make collections of natural materials to investigate and talk about.

Use observational skills to observe and draw a variety of animals, flowers and plants.

Begin to evaluate materials and their properties by choosing the best materials to use when building and creating.

Identify, name and explore a variety of animals in small world play.

Visit a farm to identify and observe animals in their natural environment.

Explore and investigate mechanical equipment (wind up toys and cogs).

Observe and explore change through melting, freezing and cooking.



Early Years Foundation Stage

History



Our main link to History is within our ‘Understanding the World’ area of learning :

Understanding The World		3-4 year olds	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	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
Understanding The World	Past and Present	ELG	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:

Communication and Interaction		3-4 year olds	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.
Maths		3-4 year olds	Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

How we do this in our provision...

Discover and discuss homes, holidays, toys and transport from the past.

Discuss what happened 'next' in our stories and talk about the routine of our day.

Look at changes over time eg to seasons or to a life cycle.

Begin to develop an understanding of chronology when discussing the past

Talk about families and memories within our memory.

Compare and contrast characters in stories, including figures from the past.

Comment on images of familiar situations in the past.

Talk about significant people eg Florence Nightingale.

Talk about how things might look old or new.

Talk about our family and family tree.



Early Years Foundation Stage

Geography



Our main link to Geography is within our ‘Understanding the World’ area of learning :

3-4 years ol	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.
ELG	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.
ELG	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:

Maths	3- 4 Year olds	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
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How we do this in our provision...

Observe, explore and talk about seasonal changes.

Discuss their own home and the homes of different family members/ friends.

Read and share non-fiction books to develop knowledge of other environments and countries.

Observe talk about and look after 'living things' in the EY outdoor environment.

Compare and contrast their own environment to space, the beach, and hot and cold countries.

Explore and compare a new environment on a school trip.

Draw maps linked to stories, famous people and places visited..

Identify and name animals that live in hot/ cold environments and begin to recognise why they are suited to living their.

Identify and talk about key landmarks and buildings we see in our local environment.



Early Years Foundation Stage

PSHRE



Our main link to PHSRE is within our 'Personal, Social and Emotional Development' area of learning :

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
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Our main link to PHSRE is within our 'Personal, Social and Emotional Development' area of learning :

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
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How we do this in our provision...

Learn to recognise our emotions and feelings

Learn and talk about our school rules and why they are important

Learn that all families are different.

Be encouraged to always try new activities.

Learn about safe screen time and how to stay safe online.

Learn how to keep safe eg when crossing a road.

Talk about our well-being.: how to look after our body and mind.

Learn to make new friends and solve conflict with support from adults when they occur.

Read stories that encourage us to sympathise and empathise and to understand how characters feel.

Take part in yoga and meditation to help us relax and be calm.



Early Years Foundation Stage

RE



Our main link to RE is within ‘Understanding the World’ and “PSE” :

Understanding The World	3-4 year olds	• Begin to make sense of their own life-story and family's history • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Reception	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them.
	ELG	• Talk about the lives of the people around them and their roles in society. • 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.
PSE	3-4 year olds	• Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Develop their sense of responsibility and membership of a community.
	Reception	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others.
	ELG	• Explain the reasons for rules, know right from wrong and try to behave accordingly. • Show sensitivity to their own and to others' needs • Form positive attachments to adults and friendships with peers.

How we do this in our provision...

Creative play, role play and drama

Exploring celebrations spontaneously such as the birth of a baby, a wedding or death of a pet

Dressing up and acting out Festivals and celebrations

Work on nature, growing and the life cycle

Making and eating festival food

Talk about the different ways people believe and behave

Seeing pictures of places of worship and meeting believers in class

Listening to religious music

Exploring authentic religious arefacts

Starting to introduce religious vocabulary

How we do this in our Nursery...

RE in Nursery is non-statutory, however there are themes which lend themselves to opportunities for RE work.
For example:

- Myself
- My senses
- My special things
- People who help us
- Friendship
- Welcome
- Belonging
- Special places
- Our community
- The natural world
- Stories



Early Years Foundation Stage

Art



Our main link to art is within our ‘Expressive Arts and Design’ area of learning

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.
ELG	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
ELG	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.
ELG	Understanding the World	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.

How we do this in our provision...

Provide interesting objects to draw and paint, pointing out key features.

Investigate and explore colour mixing.

Use and explore a variety of tools everyday including chinks, pens, pencils and paintbrushes.

Observe and talk about famous artist's work, highlighting colour, movement or line.

Express their ideas through a variety of mediums including clay, playdough, loose parts, collage and paint.

Visit art galleries or museums to generate inspiration and conversation about artwork and artists.

Work collaboratively to both use tools and materials and to tidy up.

Talk about colour names and shades.

Talk about their own work, evaluate and reflect.



Early Years Foundation Stage

Design Technology



Our main link to design technology is within our 'Expressive Arts and Design' area of learning

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.
ELG	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
ELG	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.
ELG	Understanding the World	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants.

How we do this in our provision...

Provide interesting objects to draw and paint, pointing out key features.

Observe and talk about famous designer's work or well known products.

Work collaboratively to both use tools and materials and to tidy up.

Investigate and explore colour mixing.

Talk about colour names and shades.

Use and explore a variety of tools everyday including chinks, pens, pencils and paintbrushes.

Express their ideas through a variety of mediums including clay, playdough, loose parts, collage and paint.

Talk about their own work, evaluate and reflect.

Visits to generate inspiration and conversation about design and designers.



Early Years Foundation Stage

Computing



Computing is taught within all areas of our EYFS curriculum

3-4 year olds	Physical Development	Match their developing physical skills to tasks and activities in the setting. Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
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	Physical Development		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control and intention
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
ELG	Personal Social and Emotional Development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
ELG	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.