



## Curriculum Skills in the EYFS

National Curriculum Subject	Link to EYFS Curriculum	Where you might see your subject.
Science	<p><b>Understanding the world</b>  <u>ELG The Natural World</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>	<p>Science is entwined across the Early Years curriculum.</p> <p><b>Taught:</b>  Skills of research (finding information from the internet/books/photos) are taught across the curriculum.</p> <ul style="list-style-type: none"> <li>• Exploration and discussion of how our environment changes with different seasons and weathers.</li> <li>• Exploring how humans change over time, lifecycle of an animal/changes over time and how a plant grows and changes.</li> <li>• Investigating different states such as melting/freezing ice, turning jelly from liquid to solid, cooking, sand (wet/dry).</li> </ul> <p><b>Provision:</b>  Provision focussed around the project being taught. Literacy focus texts link to this where possible too, which also forms a big part of the provision. Children have access to research equipment such as information books, magnifying glasses, iPads, and photos within their play. Use of these is modelled and use of these skills is celebrated. Children are encouraged to ask questions about their environments – teachers think aloud and model investigating to find the answer. High-quality interactions support and extend the children’s knowledge and understanding. We explore our outdoor environment in all weathers and provide resources for children to explore the different weathers and how the environment is different (e.g., paints/chalks in the rain, exploring ice, making kites and bubbles in the wind, shadow drawing in the sun, planting and growing).</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Research skills – finding information from the internet, books and photos.</li> <li>- Prediction skills – making predictions about what may happen and finding out if we are right.</li> <li>- Investigation skills- performing simple tasks.</li> <li>- Observation skills- observing closely using simple equipment.</li> <li>- Recording and discussion skills- Asking and answering questions. Begin to gather and record DATA.</li> </ul> <p><b>Vocabulary:</b> comparison (same, different, similar), time (then, now, before, after, next). Seasons, months, sun, moon, day, night, dark, light, weather, names of human and animal body parts, herbivore, omnivore, carnivore, parts of plants and flowers, materials and their properties e.g., shiny, fabric, smooth, rough. Planet names, star, space, gravity, loud, quiet, volume, sound.</p>

ICT	<p>NO ELG's are represented for this area.</p>	<p>ICT is entwined across the Early Years curriculum and taught through Barefoot computing sessions.</p> <p><b>Taught and skills:</b></p> <ul style="list-style-type: none"> <li>• Logical skills</li> <li>• Problem solving</li> <li>• Following step by step instructions</li> <li>• Persevering</li> <li>• Collaborations skills</li> <li>• Creating</li> <li>• Simple algorithms</li> </ul> <p><b>Provision:</b> High quality resources are provided for daily accessibility. Our home corner is a key area where a range of technologies will be used in play: telephones, microwaves, cookers, keyboards, CD player which is enhanced throughout the year. Children have access to ICT equipment within the provision areas and are encouraged to use technology to record their learning through photos and videos, such as talking tins, talking pegs, cameras. Children learn to turn on a device, open a programme and follow instructions. Children are taught how to stay safe when using the internet. They are taught the importance of keeping personal information private and learn where to go for help and support.</p> <p><b>Vocabulary:</b> Children are exposed to key vocabulary daily during continuous provision including parts of a computer, on, off, camera, video, programme and internet safety.</p>
History	<p><b>Understanding the World</b> <u>ELG Past and Present</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><u>ELG – People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> </ul>	<p>History is entwined across the Early Years curriculum.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>• Discussion around families, how are they the same/different/ how they change over the course of time e.g. babies grow into toddlers.</li> <li>• Looking at the school environment/ local community e.g. links to the local church.</li> <li>• Explore different festivals and family traditions including Christmas, Harvest festival, Remembrance Day, Christingle, Shrove Tuesday.</li> <li>• Looking at famous people from the past e.g. Neil Armstrong, Mary Anning, Rosa Parks, Captain James Cook, Grace Darling (not limited to).</li> <li>• Discussion from our lives past and present.</li> </ul> <p><b>Provision:</b> During History session and continuous provision, the children are taught and encouraged to talk about their families, recounting their life experiences and how families change as they get older. Through everyday learning and interactions, the children gain an understanding of history and</p>

	<ul style="list-style-type: none"> <li>• Know some similarities and differences between families and cultural communities, cultures and traditions.</li> </ul>	<p>time, using the language around calendar vocabulary. Children explore birthdays and special occasions, and when appropriate asked to revisit and recount previous experiences. During special events children are taught why people celebrate them and the history in the festivals past.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Sequencing skills - recognising similarities and differences over time,</li> <li>- Research skills - using fiction and non-fiction texts and Talk for Writing story maps to identify facts about special events and famous people from the past.</li> <li>- Exploring how a human change over time, how a butterfly changes over time and how a plant grows and changes.</li> </ul> <p><b>Vocabulary:</b> Old, new, past, present, a long time ago, yesterday, today, tomorrow, family, grandparents, history, traditional tales, changes, similarities, differences, same, Guy Fawkes, Diwali, Christmas, Christingle, Harvest festival, Remembrance Day, Bonfire Night, last week, last year, previous, first, then, next, in the beginning, before, after, at the end, past, now.</p>
Geography	<p><b>Understanding the World</b>  <u>ELG People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Geography is entwined across the Early Years curriculum. Through using the local environment, explorative and questioning skills are developed.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>• Children are taught to draw information from a simple map</li> <li>• Children discuss geographical features from familiar stories and real life.</li> <li>• Using world maps/atlasses/Google maps.</li> <li>• Looking at the features of the local environment.</li> <li>• Explore the seasonal changes including animals.</li> <li>• Explore Harvest time in the UK.</li> </ul> <p><b>Provision:</b> Through continuous provision children are taught to be inquisitive about the world around them, including exploring minibeasts, trees, the local environment. They are encouraged to explore the changes that the Seasons bring with them and how that can affect our lives. We discuss the differences and similarities to a range of places around the world – linked. A literacy focus enables our children to explore other countries and cultures. The children learn where they live and what it feels like to part of the community. They can name some of the local flora and fauna that is in their immediate environment. Children are encouraged to make observational drawings using pictorial representations and real-life objects.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Research (finding information from maps/globes/internet/books/photos) are taught across the curriculum.</li> <li>- Exploring other countries (Antarctica) and how they are similar to ours and how they are different.</li> </ul>

		<ul style="list-style-type: none"> <li>- Exploration and discussion of how our environment changes with different seasons and weathers.</li> <li>- Exploring how a human changes over time, how butterfly changes over time and how a plant grows and changes.</li> <li>- Food from around the world – where does our food come from?</li> </ul> <p><b>Vocabulary:</b> Mawgan-in-Pydar, Cornwall, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, places around the world, community jobs (policeperson, dentist, doctor, teacher, shop, park, binmen, carers), road, map, Harvest, seasons, Autumn, Winter, Spring, Summer, weather, farm, beach, countryside, moor, coast, cliff, comparison, difference, similar, same as, then, before, now, next.</p>
Music	<p><b>Expressive Arts and Design</b>  <u>ELG Creating with Materials</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Music is entwined across the Early Years curriculum. It is a focus during whole school productions and celebrations and within assemblies. Music sessions are taught through music scheme Sing Up.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>• Children are taught specific vocabulary.</li> <li>• To accurately listen and follow a beat/ play rhythmically/move in time with music.</li> <li>• A range of nursery rhymes are taught to build repertoire of common songs.</li> <li>• How to perform effectively and collaboratively.</li> <li>• Explore a range of genres.</li> </ul> <p><b>Provision:</b> Children are able explore music within the provision in the classroom, exploring nursery rhymes, and music familiar to them through using props, instruments, literacy-based texts. During other curricular subjects such as maths and PE, children are encouraged to learn through singing songs and a rhyme about number and the days of the week. Through other subjects like Phonics sessions – the importance of listening and repeating is embedded into learning. Twice a year the children will perform collaboratively at a whole school celebration and learn how to sing at different speeds and pitches, moving rhythmically to music. Through specific music session children are encouraged to explore how music and singing makes them feel. The outside stage and resources are being developed to include music and drama enabling children to explore being expressive and imaginative, using props in their play and sharing their creations with peers.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Performing skills</li> <li>- Listening skills</li> <li>- Expressing ideas and feelings</li> <li>- Exploring playing instruments rhythmically and dynamically, investigating ways to play different instruments.</li> <li>- Experiment performing songs and music together with body movements to a steady beat.</li> </ul>

		<ul style="list-style-type: none"> <li>- Using voices to sing using loud and soft sounds, and at differing speeds.</li> <li>- To know songs have sections.</li> <li>- Making sounds with our bodies.</li> <li>- To understand how to hold and play instruments with care.</li> </ul> <p><b>Vocabulary:</b> Nursery rhymes, genre, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet, instrument, big sounds, soft sounds, loud sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>
PE	<p><b>Physical Development</b></p> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Physical development is a prime area and entwined across the Early Years curriculum. Children are taught through the Champions Sports, Health and Fitness Programme, Cosmic Yoga and pen disco. Gross motor skills and Fine motor skills are central to the development of lots of the specific areas of learning. Our aim is to teach and support the development of these skills throughout the year.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>• Weekly P.E lesson</li> <li>• Dough disco and pen disco</li> <li>• Yoga</li> <li>• Effects of exercise on our bodies</li> <li>• Keeping healthy/Healthy eating</li> </ul> <p><b>Provision:</b> Children have access to fine and gross motor activities throughout the provision in Class 1. A variety of adult-led, and child-initiated activities are available to the children including scissor skills, large construction equipment and children have access to a range of physical development games. Daily fine motor activities effectively prepare children to use tools such as pens and pencils for writing. Adults model the correct pencil grip for effective use of tools for writing which is equipped with a simple, catchy rhyme: nip, pick and flick.</p> <p>Gross motor activities are available in the outdoor provision such as balance bikes, balance equipment, a climbing crest, gardening opportunities and balance bikes. Children also have access to a stage area to support gross motor development including, moving in time with music and using props to support movement.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Developing a sense of balance, coordination and spatial awareness.</li> <li>- Moving rhythmically with ease.</li> <li>- Developing ball skills.</li> <li>- Understanding the importance of staying healthy – including the benefits of exercise and a healthy diet.</li> </ul>

		<ul style="list-style-type: none"> <li>- Understanding simple rules for safety.</li> <li>- Developing accuracy when using gross motor and fine motor movements.</li> </ul> <p><b>Vocabulary:</b> Language of movement such as: jump, run, walk, crawl, jog, fast, slow, rules, safety, balance, coordination, awareness, create, build, join, forwards, backwards, sideways, stretched, curled, tuck, body parts, follow, speed, direction.</p>
RE	<p><b>Understanding the World</b>  <u>ELG People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing</li> </ul>	<p>RE is entwined through the curriculum. Children are taught RE session are taught using the Cornwall Agreed Syllabus to gain a coherent and diverse understanding of religions and worldviews.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>- Exploring special celebrations including Diwali, Harvest festival, Christmas, Chinese New Year, Shrove Tuesday and Easter. Children have the opportunity to learn and find out about special ceremonies, traditions and stories including special buildings and monuments.</li> <li>- Learn about the beliefs and cultures of others, including Christianity.</li> <li>- Hearing stories from the Bible, and other cultural and religious traditions, as well as non-religious stories with morals that help them to relate to the things that different people believe.</li> <li>- Exploration about traditions, values and things that are special to themselves and others and how they are the same/different.</li> <li>- Children are taught that everybody is different but also the same using a range of stories and circle times to celebrate our similarities and differences.</li> <li>- To value the differences of individuals and groups.</li> <li>- To develop their emerging moral and cultural awareness.</li> </ul> <p><b>Provision:</b> Families are celebrated throughout the year. Children have access to a role play area (enhanced throughout the year) to enable them to act out their own experiences and share in the experiences of others. Using the local environment, we explore the local Church and what it means to be part of a wider community.</p> <p><b>Skills:</b> Children will develop skills of enquiry, analysis and evaluation. They will acquire the knowledge, understanding and skills needed to handle questions raised by religion and belief. They will reflect on their own ideas and ways of living, expressing themselves with confidence.</p> <p><b>Vocabulary:</b> family, same, different, similar, community, belief, respect, worship, Christians, Hindus, Diwali, Harvest, Christmas, Easter, God, Jesus, pray, Church, features of a church, Bible, special, celebration, unique, believe, religion, values, creation.</p>

<p>PSHE</p>	<p><b>Personal, Social and Emotional Development</b></p> <p><u>ELG Self-Regulation</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><u>ELG Managing Self</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>ELG Building Relationships</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>	<p><i>Personal, Social and Emotional (KS1 and 2 curriculum) is called PSED in the Early Years, Personal, Social and Emotional development.</i></p> <p>PSED is a prime area and entwined across the Early Years curriculum. We teach PSED as a focus using the SCARF (Safety, Caring, Achievement, Resilience and Friendship) scheme of work. SCARF is a whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement for children.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>• School rules and expectations</li> <li>• What makes me special?</li> <li>• Communication and language skills – developing their understanding of being an effective communicator.</li> <li>• Developing their understanding of difference and similarities including families, people and homes.</li> <li>• Feelings and emotions, how they look, feel and change.</li> <li>• Being a good friend and how to resolve conflicts.</li> <li>• Rules to stay safe, including what can go on/in my body, online safety and screen time, using tools safely, people who keep me safe, NSPCC pants resources.</li> <li>• Rights and respects – looking after people, money, and our world.</li> <li>• Being resilient – having a healthy body and mind, understanding that things go wrong and what we can do to solve the conflict.</li> <li>• Growing and changing- how animals, plants and humans grow and change.</li> <li>• Understand where babies come from.</li> </ul> <p><b>Provision:</b> Through daily routines, classroom continuous provision, special topic days, linked Safer Internet events, literacy-based books both fiction and non-fiction, and working alongside peers and adults children develop a sense of themselves and of others. We introduce the British Values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty, into the classroom environment through child friendly speech. We link these British Values to the children's learning and understanding within everyday situations, including both the school environment and their familiar life experiences.</p> <p>During the school day children are holistically immersed the in the language and modelling of being part of a community, showing kindness and respect to everyone. School assemblies have a strong link to British Values and how to look after the world, people, animals and themselves.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Working cooperatively with others.</li> <li>- Effectively communicating ideas, needs and wants.</li> <li>- Tol manage basic hygiene and to understand the importance of hygiene.</li> <li>- Rules of safety including classroom rules and rules in the wider environment.</li> </ul>
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Art and DT	<p><b>Expressive Arts and Design</b>  <u>ELG Creating with Materials</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><u>ELG Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Art and DT is entwined across the Early Years curriculum.</p> <p><b>Taught:</b></p> <ul style="list-style-type: none"> <li>• To explore a variety of different materials, including collaging/colour mixing/paper/clay/ experimenting with colour, design and shape.</li> <li>• To explore a range of joining and constructing techniques.</li> <li>• To differentiate between colours and to represent their own ideas, thought and feelings through art and design.</li> <li>• Using tools appropriately and safely – scissors/paint brushes/pencils/construction equipment.</li> <li>• To orally plan an idea and consider tools, resources and method.</li> <li>• To create simple representations of events, people and objects, using art and construction.</li> <li>• To use what they have learned about media and materials in purposeful and original ways.</li> <li>• Evaluating skills – to purposefully evaluate their own work and others.</li> <li>• To explore different artists – where possible links to a local artist, national artist and a famous artist who work with a range of media.</li> </ul> <p><b>Provision:</b> The classroom provision includes a workshop area with continuous access to a range of media and materials including, junk modelling, a variety of paints, a variety of joining media, collage materials, different papers and mark making. Correct modelling for the simple rules of safety and how to effectively use the media is explained and a discussion about how the children would use the materials is encouraged, including the consideration for the most suitable resource for the purpose. Outside provision including blackboards to plan and draw their ideas, to enable children to create a design and enable them to evaluate the process and outcome.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Drawing - Explore simple mark making with a variety of materials using a variety of textured sized, coloured and shapes papers.</li> </ul>



- Draw from observation and experience.
- Use colouring pencils to develop colouring skills.
- Painting - Use and care for equipment correctly.
- Using mark making skills effectively in different ways
- Work in a variety of different ways e.g. table and easel
- Use media, mixing and colour mixing.
- Printing, creating finger, hand and foot prints, vegetable prints,
- Create rubbings, using wax crayons.
- Create printed pictures using objects such as 3D
- Be safe in using materials and tools.
- Begin to develop and explore simple shape forming and modelling from observation and imagination.
- Mark making into surfaces e.g. Collaging - Cut and tear paper and card for their collages. - Scrunch paper to build an image.
- Gross and fine motor skills/ Scissor skills. Holding a pencil, paint brush appropriately. Using equipment effectively.

**Vocabulary:** Experiment names, Drawing, crayon, felt tip, line, pen, pencil, wax crayon, straight, shape names, portrait, colour names, mixing, dip, paintbrush, painting, sponge, print, printing, repeated patterns, rubbing, sponge 3D, 3D art, cardboard, playdough, junk model, modelling, cut, stick, tape, pull, push, on, below, next to, above, collage, cut, join, overlap, scrunch, tear.