

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

History:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'History' as part of the 'Understanding the World' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for History is outlined in the Framework as:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'History' skills can be identified in the 'Understanding of the World' section. Elements of Communication and Maths are also particularly relevant for children to develop as historians.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	2 & 3 year olds will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication	<i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i>	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. 	Speaking <ul style="list-style-type: none"> 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	<i>'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'</i>	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p><i>These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none"> - <i>Are independent and curious learners</i> - <i>Are proud to be part of their school community</i> - <i>Are confident communicators</i> 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
--	---	--	---	--

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

Geography:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'Geography' as part of the 'Understanding the World' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for Geography is outlined in the Framework as:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'Geography' skills can be identified in the 'Understanding of the World' section.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	<p>2 & 3-year-olds will be learning to: <i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i> <i>'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none">- <i>Are independent and curious learners</i>- <i>Are proud to be part of their school community</i>- <i>Are confident communicators</i>	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>
--	---	--	--	-------------------

Understanding the World	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • 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. 	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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. • 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.
--------------------------------	--	---	--	--

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

Science:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'Science' as part of the 'Understanding the World' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for Science is outlined in the Framework as:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'Science' skills can be identified in the 'Understanding of the World' section. Elements of expressive arts and design are also particularly relevant for children to develop as scientists.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	2&3-years-olds will be learning to: <i>Our 'Little Acorns' provision focuses on developing the prime areas of: 'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i>	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Expressive Arts and Design	<ul style="list-style-type: none"> - Are independent and curious learners - Are proud to be part of their school community - Are confident communicators 	<ul style="list-style-type: none"> • 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. 		<u>Creating with Materials</u> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Understanding the World	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst 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. 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • 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.
--------------------------------	--	---	---	---

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

RE:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'RE' as part of the 'Understanding the World' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for RE is outlined in the Framework as:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'RE' skills can be identified in the 'Understanding of the World' section. Elements of Personal, Social and Emotional Development are also particularly relevant for children to develop as individuals and for being part of their immediate and wider communities.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	2& 3-year-olds will be learning to: <i>Our 'Little Acorns' provision focuses on developing the prime areas of: 'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i>	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
PSED	<ul style="list-style-type: none"> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	<u>Building Relationships</u> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

<p>Understanding the World</p>	<ul style="list-style-type: none">• Make connections between the features of their family and other families.• Notice differences between people.	<ul style="list-style-type: none">• Continue developing positive attitudes about the differences between people.	<ul style="list-style-type: none">• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none">• 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.
--------------------------------	--	--	--	--

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

PSED:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'PSED' as part of the 'Personal, Social and Emotional Development' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for PSED is outlined in the Framework as:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'PSED' skills can be identified in the 'Personal, Social and Emotional Development' section. Elements of Understanding the World and Communication and Language are also particularly relevant for children to develop as individuals and for being part of their immediate and wider communities.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	<p>2 & 3 year olds will be learning to:</p> <p><i>Our 'Little Acorns' provision focuses on developing the prime areas of: 'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none">- <i>Are independent and curious learners</i>- <i>Are proud to be part of their school community</i>- <i>Are confident communicators</i>	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>
--	---	--	--	-------------------

<p>PSED</p>	<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> – regular physical activity – healthy eating – toothbrushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • 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. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • 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.
--------------------	--	--	--	---

- | | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none">• Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".• Learn to use the toilet with help, and then independently. | | | |
|--|---|--|--|--|

<p>Understanding the World</p>	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Begin to make sense of their own life-story and family's history • Show interest in different occupations. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society <p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> • 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.
---------------------------------------	--	---	---	--

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our '**Intent Statement**' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

PE:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'PE' as part of the 'Physical Development' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for Physical development is outlined in the Framework as:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'PE' skills can be identified in the 'Physical development' section. Elements of Expressive arts and design are also particularly relevant for children to develop as overall sport ambassadors and athletes.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

<p>2&3-year-olds will be learning to:</p> <p><i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i></p> <p><i>'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none">- <i>Are independent and curious learners</i>- <i>Are proud to be part of their school community</i>- <i>Are confident communicators</i>	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>
---	--	--	-------------------

Physical Development	<ul style="list-style-type: none"> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<ul style="list-style-type: none"> 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. Start taking part in some group activities which they make up for themselves, or in teams. 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. 	<ul style="list-style-type: none"> 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. 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 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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.
Expressive art and design	<ul style="list-style-type: none"> Move and dance to music. 		<ul style="list-style-type: none"> 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. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our 'Intent Statement' with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

Art and Design and Technology:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'Art' and 'Design and Technology' as part of the 'Expressive Arts and Design' area of learning. At the end of Reception, children are assessed against the 'Early Learning Goals'. The **Educational Programme** for these areas is outlined in the Framework as:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Henley Green we use 'Development Matters' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific skills for 'Art' and 'Design and Technology' can be identified in the 'Expressive Arts and Design' section. Elements of Physical Development and Understanding the World are also particularly relevant for children to develop as Artists and Designers.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

<p>2 & 3 year olds will be learning to: <i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i> <i>'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none">- <i>Are independent and curious learners</i>- <i>Are proud to be part of their school community</i>- <i>Are confident communicators</i>	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>
---	--	--	-------------------

Expressive Art and Design	<ul style="list-style-type: none"> • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • 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. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • 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. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Understanding the World	<ul style="list-style-type: none"> • Explore materials with different properties. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Explore how things work. 	<ul style="list-style-type: none"> • Explore the natural world around them. 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.
Physical Development	<ul style="list-style-type: none"> • Develop manipulation and control. • Explore different materials and tools. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. • Show a preference for a dominant hand. • 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. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> • 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, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

Subject Coverage in the EYFS Curriculum

In the EYFS at Henley Green we have worked with staff across the school to write our ‘**Intent Statement**’ with **3 key outcomes**. This outlines what we want our children to achieve by the time they move into Year 1.

Music:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies ‘Music’ as part of the ‘Expressive Arts and Design’ area of learning. At the end of Reception, children are assessed against the ‘**Early Learning Goals**’. The **Educational Programme** for Music is outlined in the Framework as:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

At Henley Green we use ‘**Development Matters**’ to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific ‘Music’ skills can be identified in the ‘Expressive Arts and Design’ section. Elements of Communication and Language and Physical Development are also particularly relevant for children to develop as Musicians.

Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	<p>2 & 3 year olds will be learning to:</p> <p><i>Our ‘Little Acorns’ provision focuses on developing the prime areas of: ‘Communication and Language’, ‘Physical Development’ and ‘Personal, Social and Emotional Development’. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none"> - <i>Are independent and curious learners</i> - <i>Are proud to be part of their school community</i> - <i>Are confident communicators</i> 	<p>3 & 4-year-olds will be learning to:</p>	<p>Children in Reception will be learning to:</p>	<p>ELG</p>
<p>Expressive arts and design</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music • Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound makers and instruments and play them in different ways. • Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, 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. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<ul style="list-style-type: none"> • Enjoy singing, music and toys that make sounds. 	<ul style="list-style-type: none"> • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs 	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical development</p>	<ul style="list-style-type: none"> • Clap and stamp to music. 	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 		<p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Computing

In the **EYFS Statutory Framework** there are seven areas of learning. 'Computing' is mentioned as part of the 'Understanding the World' area of learning; the Early Years environment and curriculum should 'foster understanding of our culturally, socially, **technologically** and ecologically diverse world.'

At Henley Green we use '**Development Matters**' to deliver the curriculum. Although no specific 'Computing' skills are outlined, Computing can be used to maximise the learning environment of pupils, enabling them to make progress towards the seven areas of learning. Moreover, in order to narrow the attainment gap, we aim to give children a head start with 'pre-computing' concepts and skills to aid the transition into KS1.

This outlines some essential things we want the children to experience, learn and be able to do.

	2&3-year-olds will be learning to: <i>Our 'Little Acorns' provision focuses on developing the prime areas of: 'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i> - Are independent and curious learners - Are proud to be part of their school community - Are confident communicators	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:
Understanding the World	<ul style="list-style-type: none"> Engage in role play using technology found inside the home 	<ul style="list-style-type: none"> Engage in role play using technology found inside and outside of the home Experiment with how to make a floor robot move Look online together to find the answers to some questions 	<ul style="list-style-type: none"> Engage in role play using technology found inside and outside of the home, including information technology Understand that answers to some questions can be found on the Internet Use a safe part of the internet to play and learn Experiment with how to make a floor robot move to a specific location
Communication and Language	<ul style="list-style-type: none"> Talk on the phone Engage in stories with interactive elements e.g. pressing buttons Request songs to be played using an electronic device 	<ul style="list-style-type: none"> Work or play together with another child on a device Explain why they have chosen to press a button, and what that button will do Start to discuss how to stay safe when using devices 	<ul style="list-style-type: none"> Give and follow precise instructions (a simple algorithm) Explain what will happen if a simple algorithm goes wrong Talk about the technology which is used at home and at school Explain simple ways to stay safe online
Personal, social and emotional development	<ul style="list-style-type: none"> Make choices about which buttons to press on simple devices 	<ul style="list-style-type: none"> Make choices about which buttons to press on devices, including touch screens and robots 	<ul style="list-style-type: none"> Record thoughts and feelings using video and audio recording Understand who to ask if they are not sure how to react to a situation online

Physical development	<ul style="list-style-type: none"> Press buttons on a touch-screen 	<ul style="list-style-type: none"> Tap and drag objects on a touchscreen Select buttons on a touchscreen, developing control 	<ul style="list-style-type: none"> Use a touchscreen with increasing control for both small and large scale movements, including tapping and dragging
Literacy	<ul style="list-style-type: none"> Read books with buttons to press to support the story 	<ul style="list-style-type: none"> Turn the pages of an e-book to follow a story 	<ul style="list-style-type: none"> Form letters on a touchscreen Find the letters on a keyboard Type the letters to spell their first name
Mathematics	<ul style="list-style-type: none"> Begin to sort digital objects into different groups 	<ul style="list-style-type: none"> Understand the directions forwards and backwards Recognise that arrows can show direction Drag and drop objects on a screen while counting them 	<ul style="list-style-type: none"> Draw shapes on a touchscreen Find numbers on a keyboard Understand the directions forwards, backwards left and right Follow arrows to reach a destination
Expressive arts and design	<ul style="list-style-type: none"> Mark make on a touchscreen Take a photograph 	<ul style="list-style-type: none"> Draw a picture on a touch-screen (tablet, tilt table or interactive white board) Take a photograph using a front and back facing camera on a tablet 	<ul style="list-style-type: none"> Draw a picture on a touch screen (tablet, tilt table or interactive white board) with a range of colours and drawing tools Take a photograph using a front and back facing camera, and add a filter to the photograph
Devices in the learning environment	<ul style="list-style-type: none"> Household technology – phone, kettle, toaster, camera Disconnected information technology e.g. keyboard, remote control, phone Interactive books Echo Dot Audio timetable 	<ul style="list-style-type: none"> Remote control vehicles Interactive tilt table, with educational apps Interactive whiteboard Torches Microphones 	<ul style="list-style-type: none"> Tablets Tablet keyboards Code and Go Robot Mice Colour-coded computer keyboard Interactive whiteboard Microphones