History

In EYFS we learn our history through the areas of Understanding the world, Expressive arts and Design, Communication and Language and Literacy, as well as during our forest school sessions. The history skills that we develop are: using **language associated with the past** (including yesterday, last week, last year), using the past tense when speaking about things that happened in the past. We also **remember and discuss the children's lives** and share significant events, talk about how things have changed and start to put events in order. We look for similarities and differences between now and in the past. The children are encouraged to **share memories** of things they have done with people that are special to them including friends, family, classmates and teachers. The children are encouraged to **recognise chronology** within stories and talk about the order of events in familiar stories as well as recognising language that shows the story happened in the past.

Geography

In EYFS we learn our geography through the areas of Understanding the world, Expressive Arts and Design, Communication and Language, Literacy and Maths as well as during our forest school sessions. The geography skills that we develop are: **locational knowledge** by discussing subjects such as where they live and how they travel to school. We explore the children's **knowledge of places** by talking about differences they notice when they are in different places, encouraging them to talk about places they have been or places they have heard about in stories or when looking at books or TV/videos. We also use language that relates to place such (in, on, under, next to, in front of, behind, up, down). We talk about **human and physical geographical** knowledge and recognise elements of our environment that are manmade or natural. We learn about simple **maps** through stories and by following maps during play.

Computing

Understanding Technology has been removed from the EYFS Profile but at Curry Mallet we believe that children need to be prepared for a digital world so although there is no early learning goal which relates directly to Computing, children are exposed to computing and technology in a variety of ways such as spotting patterns in maths, music, PE, Science or English. We use Barefoot computing to develop key skills. The key skills that we develop are an awareness of **technologies** both in and out of school, an awareness of the cause and effect of technology (online safety), **storing information** digitally (photography, writing and research), input and output of devices (**programming** and algorithms) and using technology creatively. The characteristics of effective learning further support the key skills of an effective computing curriculum and we encourage children to use attributes of collaborating, perseverance, problem solving and logical reasoning.

Art

In EYFS we learn our art and design through the areas of physical development, PSED and expressive arts and design. The art and design skills that we develop are to use a range of everyday art materials, to **explore colour, texture and form**, to use a **range of tools** like pencils, brushes and scissors with increasing precision, to **explore** ideas by creating drawings, paintings and sculptures, to explore a range of **techniques** to draw, paint, print and sculpt, to recognise and explore colour, pattern and shape, to **express opinions** and feelings in relation to their own art and other artist's work, to share their work with other people and talk about what they have created.

Design Technology

In EYFS we learn our design technology through the areas of Communication and Language, PSED, Physical Development and Expressive arts and design. The design technology skills that we develop are: describing something they want to **make/build or construct**, explain who they are making/building or constructing for, discuss which materials they are going to use, **planning** constructions, **joining** materials with tape and glue, discuss and **evaluate** their constructions and say what they are pleased with, discuss how they could make it better, talk about everyday objects that they like and say why they are good, to build with a range of materials. In addition, in EYFS we develop understanding of food and nutrition by recognising healthy and unhealthy foods, following simple instructions to make food and learn how to use cutlery.

RE

In EYFS we learn our religious education through the areas of communication and language, PSED and Understanding the world. The RE key skills that we develop are knowing that different people have different faiths (**Beliefs**), know that some stories come from different holy books and to express responses to these stories. We also explore the different ways people **live** their religion by studying different times of celebration and different ways of celebrating as well as describing how we can join in and enjoy our own family customs and routines. We also learn that people of all faiths can live well alongside each other. We learn about the different ways in which people **express their beliefs** such as prayer and worship and we learn about the similarities and differences between themselves and others.

PSHE

In EYFS we follow the Jigsaw PSHE programme and have discrete PSHE adult led sessions. In addition, we learn about PSHE through all three areas of PSED: Building relationships, self-regulation and managing self. We also learn about PSHE through the areas of Understanding the world and Communication and language. The key skills that we learn are understanding right from wrong and why it is important to have **boundaries** and **rules**, learning how to play **cooperatively** and take turns, recognising and showing **sensitivity** to other's needs and recognising **similarities** and **differences** between themselves and others.

PE

In EYFS we learn our PE through discrete PE lessons as well as through the area of Physical Development, PSED and Expressive Arts and Design. These areas enable us to practice and master fundamental movement skills, balls skills, team games, gymnastics and dance. The key skills that we develop are **coordination, balance and agility** through learning to move in different ways, by practising and developing ball skills and confidently using a range of apparatus. We develop our understanding of **teamwork** and rules by working and playing cooperatively with others. We develop our understanding of the importance of regular exercise and a healthy diet for our overall long-term **health.** We develop our understanding of goal setting, resilience, perseverance and achieving personal goals.

Science

In EYFS we learn our science through the areas of Communication and Language, Physical Development, PSED and Understanding the world as well as well as during our forest school sessions. The science skills that we develop are: using **language to describe, comment, question, predict and seek clarification.** We use **observation** skills to look for similarities and differences

between the world around us and contrasting environments. We use our fine motor skills to **draw** and **label** pictures of the natural world including animals and plants. The children are encouraged to use **scientific vocabulary** to describe their observations and predictions. The children are encouraged to **recognise changes and processes** in the natural world such as seasonal change. Our weekly forest school sessions provide opportunities to closely observe change in trees, plants, seasons, weather patterns and animals and their habitats as well as offering opportunity to question, predict and test ideas and concepts.

Music

In EYFS we learn our music through the areas of Communication and Language, Physical Development, PSED and Expressive Arts and Design. We have discrete music lessons which explore music key skills such as pitch, rhythm, beat, tempo and pitch. Nursery rhymes and songs allow children to develop their understanding of rhythm and pitch as well as learning words and performing. Children are encouraged to express their ideas and feelings towards songs and music by responding through actions, movement and dance. We explore and name a variety of percussion instruments and use these to enhance songs or represent movements, characters or feelings.