

EYFS Curriculum – content, sequencing and progression across the areas of learning

Focus Areas: Expressive Arts & Design

<p>Nursery – what?</p>	<p>Introduce vocabulary to enable children to talk about their observations and experiences, e.g. 'smooth' 'shiny' 'rough' 'prickly' 'flat' 'patterned' 'jagged', 'bumpy' 'soft' and 'hard'.</p> <p>Make suggestions and ask questions to extend children's ideas of what is possible, for example, "I wonder what would happen if...".</p> <p>Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping or how to balance bricks so that they will not fall down.</p>	<p>Reception – what?</p>	<p>Children know the similarities and differences between themselves and others, families and traditions. Know about different occupations and ways of life.</p> <p>Have an understanding of, and how to take care of, living things and the environment.</p>
<p>Nursery – how?</p>	<p>Chinese New Year – role play, sampling Chinese food junk modelling Mono prints Mark making with different tools and materials</p> <p>PD -Sensory garden and indoor area to stimulate senses and emotional wellbeing.</p> <p>Children to be involved with the design and set up of a digging area outside – mud, stones etc.</p>	<p>Reception – how?</p>	<p>Celebration of special days (Mothers Day, Fathers Day, Grandparents Day) – special events to take place in school.</p> <p><i>Visit to St Barnabas church and performance of 'The Nativity'. (Autumn 2)</i></p> <p>Celebration of Divali</p> <p>Celebration of Chinese New Year</p> <p>Composting and recycling</p> <p><i>Trip to Chester Zoo (summer 1) – animals from around the world</i></p> <p><i>Trip to Lower Moss Wood (summer 2) (interacting with the wider natural environment)</i></p> <p><i>Visits from 'People who help us' (Site Manager, Cook, Headteacher, Dr, PCSO Luke etc) (Spring 1)</i></p> <p><i>Trip to the Fire Station and MDGH (Spring 1)</i></p>