

# EYFS Subject Coverage



## Science:

I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.

I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.

I can show through words or actions that I understand that people, plants and animals grow and die.

Children 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.

Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Although these are closely aligned to the themes studied within Science in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, rather than being taught as a discrete subject.

## History:

I can show that I enjoy joining in with family customs and routines and can share my experiences of them through words or actions.

I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.

I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.

Children 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.

Although these are closely aligned to the themes studied within History in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, rather than being taught as a discrete subject.

## RE:

I can show that I enjoy joining in with family customs and routines and can share my experiences of them through words or actions.

I can show what I know about festivals and celebrations within my own culture through words or actions.

I can show that I know the differences and similarities between families, communities and traditions relating to aspects such as daily routines, lifestyles choices and celebrations.

Children 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.

Although these are closely aligned to the themes studied within RE in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, rather than being taught as a discrete subject.

## Geography:

I can show that I observe the world around me closely and am able to identify similarities and differences and change in my own environment.

I can show that I observe the world around me closely and am able to identify similarities and differences and change in environments beyond my own.

Children 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.

Children 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.

Although these are closely aligned to the themes studied within geography in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, rather than being taught as a discrete subject.

## ICT:

I can use ICT hardware to access age appropriate software and can complete a simple program.

I can use technology to enhance my play such as using a lightbox to create artwork, a tablet to look at a book or a device to take a picture of my work

I can use ICT with support to document my experiences such as taking a photograph of a visit and writing a caption or making a video to document an event.

Although these are closely aligned to the themes studied within ICT in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, such as access to interactive boards and technology in the environment, rather than being taught as a discrete subject.

## Art and Design:

I can add detail to my creations, such as using simple tools to add detail, mixing colours or textures and a pattern to movements.

I can select and use simple tools and techniques competently and appropriately to shape, assemble and join materials.

I can work with others to develop a group narrative within imaginative play, taking on board the ideas of others

I can make changes and adapt my creative work to improve and develop it.

I can create and develop my own storyline in imaginative play.

Children 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.

Children invent, adapt and recount narratives and stories with peers and their teacher; 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.

Although these are closely aligned to the themes studied within arts and designs in the National Curriculum, the skills and knowledge needed to support it are interwoven in a range of areas of learning within the EYFS curriculum, such as access to interactive boards and technology in the environment, rather than being taught as a discrete subject.

## Music:

I can listen to a range of sounds and am beginning to express my thoughts and feelings using a growing vocabulary.

I can listen a range of sounds and am able to express my thoughts and feelings clearly as well as listening to the thoughts and feelings of others.

I am increasingly confident joining in with the group to share a range of creative performances such as songs, ring games, patterns of sound and musical representations.

Children invent, adapt and recount narratives and stories with peers and their teacher; 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.

Although this is closely aligned to the themes studied within Music in the National Curriculum, the skills and knowledge needed to support this are interwoven in a range of areas of learning within the EYFS curriculum, rather than being taught as a discrete subject.