# Bridekirk Dovenby CE Primary School EYFS Curriculum Goals

Linked to our **whole school** Curriculum Drivers: Community Values Active Adventure Initiative & Independence Possibilities Worldwide

| EYFS Curriculum Goals | | | First milestone | Second milestone | Third milestone | Final milestone | Linked ELG's |
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| **Create** | To share or perform a creation of my own to others.<br><br>*Creative art and D&T lessons are taught using Kapow Primary scheme as a staring point in line with the rest of school.*<br><br>Kapow Primary | Art and materials | Children will explore different materials freely, in order to develop their ideas about how to use them and what to make.<br><br>Children will develop their own ideas and then decide which materials to use to express them.<br><br>Children will join different materials and explore different textures.<br><br>Children will understand that they can draw shapes/marks to represent objects/people.<br><br>Children will understand different objects can be used to draw – pencils, pens, chalks, paint.<br><br>Children will explore paint using different objects – finger paints, sponges, twigs, leaves etc.<br><br>Children will experiment with free choice junk modelling to create their own representations of objects/people. | Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.<br><br>Children will represent familiar objects (family, themselves, animals etc) through independent:<br>-drawing<br>-painting<br>-playdough<br><br>Children will draw a representation of themselves including the parts of the body they need to include.<br><br>Children will understand that paint brushes are used to paint and begin to show some control.<br><br>Children will understand that paint brushes are used to paint and begin to show some control.<br><br>Children will understand that they can paint shapes / marks to represent objects / people.<br><br>Children will explore how red, blue and yellow paint can be mixed to make different colours<br><br>Children will begin to understand that different materials can be used in different ways.<br><br>Children will talk about different materials and textures and what they feel like.<br><br>Children will use objects/tools to print with to create a pattern or image with support. | Children will use particular colours to paint pictures – e.g. green for a tree, black and white for a cow.<br><br>Children will join materials using tape, glue and split pins with adult support.<br><br>Children will learn and understand how to mix paints to make certain colours.<br><br>Children will use different materials for different effects.<br><br>Children will cut and use different materials and papers to make a simple image or collage. | Children will have a go at drawing an object from observation.<br><br>Children will have a go at printing to make a pattern or image.<br><br>Children will evaluate and adapt their creations with support, refining ideas and developing their ability to represent them.<br><br>Children will create collaboratively sharing ideas, resources and skills. | **Expressive Arts and Design:** Creating with Materials<br><br>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>-Share their creations, explaining the process they have used.<br><br>-Make use of props and materials when role playing characters in narratives and stories. |

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| | *Music lessons are taught using the Charanga scheme in school and Yumu linked activities at home.* | Movement and Music | Children will take part in simple pretend play, using an object to represent something else even though they are not similar.<br><br>Children will begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.<br><br>Children will be involved with Circle Time, talking about a picture or an object which is special to them.<br><br>Children will listen with increased attention to sounds.<br><br>Children will sing their own songs or improvise a song around one they know.<br><br>Children will listen and respond to different styles of music.<br><br>Children will move appropriately to music at different speeds e.g. running, crawling (tempo).<br><br>Children will begin to recognise repetition.<br><br>Children will sing along with nursery rhymes and action songs.<br><br>Children will make their voice sing loud and quiet and use different voices.<br><br>Children will sing and recognise high and low pitch through engagement with Charanga. | Children will make imaginative and complex 'small world' situations with blocks and construction kits.<br><br>Children will play instruments with increasing control to express their feelings and ideas.<br><br>Children will learn to sing entire songs and perform for other classes or staff.<br><br>Children will begin to sing their own songs either their own creation or a known nursery rhyme.<br><br>Children will sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.<br><br>Children will respond to what they have heard, expressing their thoughts and feelings.<br><br>Children will use drawing to represent ideas like movement or loud noises.<br><br>Children will recognise that sounds are made in a variety of ways (timbre).<br><br>Children will begin to move in time to a steady beat (pulse).<br><br>Children will tap out a repeated rhythm (using voice and un-tuned instruments / body percussion through copy-back and answer games etc.).<br><br>Children will explore performing with different instruments.<br><br>Children will be involved with a show and tell or song time with their buddy. | Children will listen attentively, move to and talk about music, expressing their feelings and responses.<br><br>Children will watch and talk about dance and performance art, expressing their feelings and responses.<br><br>Children will develop storylines / story language in their pretend play.<br><br>Children will move in time to the pattern of the song (rhythm).<br><br>Children will share their ideas and perform their work to others with adult support. | Children will tap a beat / clap in time to a piece of music / simple song.<br><br>Children will sing in a group or on their own, increasingly matching the pitch and following their melody.<br><br>Children will explore and engage in music making and dance, performing sol or in groups. | **Expressive Arts and Design:** Being Imaginative and Expressive<br><br>-Invent, adapt and recount narratives and stories with peers and their teacher.<br><br>-Sing a range of well-known nursery rhymes and songs.<br><br>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music. |
| | | | I can talk to my friends about my 'All About Me' bag during my first few weeks in school. | I can take part in the EY & KS1 nativity and Easter performances for other children and parents. | I can watch a performance and explain to my Buddy what I enjoyed and how it made me feel. | | |
| I can share my own creation in an end of year performance with confidence. | | | | | | | |