



## Our EYFS curriculum is built around 7 areas of learning

1. Communication and Language
2. Personal, emotional and social development
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

**By the time our children finish the Early Years Foundation Stage we want them to demonstrate that they have achieved the ELGs by being able ...**



# Communication and Language

- To talk confidently to adults and peers in well-formed sentences about their learning and interests
- Use talk to interact and negotiate as part of extended conversations
- To ask questions to find out more and express own point of view
- To use an increasingly diverse range of vocabulary in meaningful contexts
- To use a range of language structures
- To actively join in with stories and retell known stories and rhymes
- To engage in back-and-forth conversations using the correct tenses
- To develop an increasing confidence to share learning with others, including a range of audiences
- To say hello in a range of languages

Skills – interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings



# Personal, Emotional and Social Development

- To know how to be a good friend and take turns
- To look after and share resources and work as a team to tidy away
- To be independent and challenge themselves, know about goals and how to set them
- To understand and follow school rules to keep themselves and others safe
- To manage their own personal hygiene
- To know how to be healthy and look after their bodies
- To learn how to manage new situations, people and ideas with courage and interest
- To focus attention in a range of situations
- Name feelings and emotions and self regulate emotions
- show an ability to follow instructions involving several ideas or actions.

Skills – communicate feelings and emotions, form relationships with others, co operate, negotiate, set goals, persist, wait, focus attention, manage own needs, self regulate



# Physical Development

- To be able to get changed for PE independently
- To be able to engage in team games demonstrating ball skills
- To be able to demonstrate developed balance and coordination
- To move in a variety of ways and negotiate space
- To be able to ride a range of bikes and scooters
- To be able join a sequence of movements to be able to perform a simple dance or gymnastics routine
- To be able to say how to keep themselves healthy and happy
- To describe the effects of exercise and an active and healthy lifestyle on their bodies
- To be able to hold a pencil using a tripod grip
- To draw pictures including people and landscapes with added detail
- To be able to use cutlery effectively
- To be able to use scissors and other tools effectively and safely

Skills – control, confidence, fine motor skills, gross motor skills, core strength, coordination, positional and spatial awareness



# Literacy

- To read their phonics books with fluency and expression and talk about what they have read, asking appropriate questions
- To be able to decode unfamiliar words with confidence
- To know that they can retrieve information from books
- To enjoy reading and listening to stories for pleasure
- To know the characters and settings from a range of familiar stories
- To begin to be able to make predictions of what might happen in a story
- To retell familiar stories in the right order including key vocabulary
- To be confident to 'have a go' at writing words that cannot be phonetically decoded
- To write simple sentences and phrases which can be read by themselves and others
- To enjoy writing for a range of purposes including drawing club

Skills – comprehension of language, spoken and written, recognising rhyme, repetition, alliteration, oral blending and segmenting, fluency in reading and decoding, fine motor skills for writing, composition, transcription, re reading for meaning



# Mathematics

- To confidently count to 20 and beyond
- To match numerals with number values and write numbers to 10
- To be able to count by subitising and using 1-1 correspondence
- To have an in-depth knowledge of numbers to 10, including number bonds, odd and even numbers and doubles
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- To name 2D and 3D shapes and to make patterns
- To be able to have a go at solving mathematical problems and not to be afraid to make mistakes
- To be able to explain their mathematical thinking and ideas using mathematical language and concepts
- To know the days of the week, months of the year and the seasons
- To be able to simply compare the weight, length and capacity of an object
- To know we use money to buy things and to have an idea of it's importance in everyday life

Skills – counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking

# Understanding the World

- To know about Cranham Primary school and the local area
- To draw a simple map of places that they know
- To explain some similarities and differences between the natural world around them making comparisons with Africa and the Antarctica
- To know about cultures and traditions from other countries
- To understand that people have different values and beliefs and be respectful of these
- To know some Christian values, stories and traditions and why they are important
- To know about other religions such as Islam and Judaism
- To talk about their past using appropriate vocabulary and talk about how life has changed from when their parents/ grandparents were little
- To talk about sequences such as the school day and be able to sequence stories
- To learn about famous people from the past – Guy Fawkes, Neil Armstrong, Jeanne Baret
- To observe and comment on the differences in the seasons and weather and compare to other hot and cold countries
- To carry out simple scientific investigations to answer a question and understand some important processes and changes
- To explore a range of materials and states of being and say how they have changed over time
- To know that plants grow from a seed and discuss changes
- To know what plants need to grow.
- To know animals live in different habitats
- To discuss the changes that happen to animals as they grow
- To begin to understand and ask questions about our natural world

Skills – explain, predict, explore, investigate, respect, be curious, make connections, try things in different ways, question, apply skills, concentrate,





# Expressive Arts and Design

- To know how to mix primary colours to make secondary colours
- To make detailed observational drawings and paintings of people, landscapes and animals
- To select the appropriate tools and materials required for given tasks
- To be inspired by the work of famous artists - Kandinsky, Andy Goldsworthy, and Hokusai
- To make a model using malleable materials such as clay
- To know how to join materials such as paper card and junk model materials
- To be able to design, plan and make a model using construction or junk modelling materials
- To be able to confidently sing a range of familiar songs and nursery rhymes
- To be able to keep a beat by clapping and using musical instruments
- To be able join a sequence of movements to be able to perform a simple dance routine
- To engage in creative role play and small world play using props to act out their own and familiar stories

Skills – imagine, create, explore, observe, participate, express, communicate, interact, interpret, appreciate, engage, motor control, competence, co operate, experiment, share, explain, sing, move, dance,