

EYFS Curriculum Yearly Overview

EYFS Areas Explained

Communication and Language, Physical Development and Personal, Social, Emotional Development are known as the Prime Areas of the curriculum. Children progress in these areas to access the other areas of the curriculum.

Literacy, Mathematics, Understanding of the World and Expressive Arts and Design are the Specific Areas of learning.

Children are expected to reach the targets shown below in C&L, PD, PSED, M, L to achieve a good level of development (GLD).

Communication and Language

Listening and Attention and Understanding

Children to listen and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Children to be able to make comments about what they have heard and ask questions to clarify their understanding. For children to be able to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Children to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. For the children to be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor Skills

Children negotiate space and obstacles safely, with consideration for themselves and others. Children to demonstrate strength, balance and coordination when playing. Children to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

Children can hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases. Children can use a range of small tools, including scissors, paintbrushes and cutlery. Children begin to show accuracy and care when drawing.

Personal Social and Emotional Development

Self-Regulation

Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Children set and work towards simple goals. Being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Children to be able to explain the reasons for rules, know right from wrong and try to behave accordingly. They need to be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children to work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Children to show sensitivity to their own and to others' needs.

Literacy

Comprehension

Children to be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They can anticipate (when appropriate) key events in stories. To be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

To be able to say a sound for each letter in the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound-blending. Children to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

To be able to write recognisable letters, most of which are correctly formed. Children to spell words by identifying sounds in them and representing the sounds with a letter or letters. Children to write simple phrases and sentences that can be read by others.

Mathematics

Numbers

Children to have a deep understanding of number to 10, including the composition of each number. Children to be able to subitise (recognise quantities without counting) up to 5. They can automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children to verbally count beyond 20, recognising the pattern of the counting system. They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed easily.

Understanding of the World

Past and Present

Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class. They can explain some similarities and differences between life in this county and life in other counties, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials

Children safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They can make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Children to invent, adapt and recount narratives and stories with peers and their teacher. They can sing a range of well-known nursery rhymes and songs. They can perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

