

Curriculum Overview 2021-22 EYFS

Area of Learning	Autumn 1-All about me My family	Autumn 2-Toys	Spring 1-Superheroes	Spring 2-Animals/ Dinosaurs	Summer 1- Growth and change	Summer 2- Places
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In September 2021 a new curriculum was introduced in the EYFS. Each half term we will publish our detailed half term planning on the website showing our intent, implementation and how we are measuring impact.

EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver!” 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, and ‘angry’ or ‘worried’. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, E.g.: brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

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EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Specific Areas

Literacy	Mathematics	understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/ or different properties. Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. 	<ul style="list-style-type: none"> Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. 	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<ul style="list-style-type: none"> Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
<ul style="list-style-type: none"> Write some letters accurately. 	<ul style="list-style-type: none"> Understand position through words alone - for example, 'The bag is under the table.' - with no pointing. 	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Explore colour and colour-mixing.
	<ul style="list-style-type: none"> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
	<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. 		<ul style="list-style-type: none"> Remember and sing entire songs.
	<ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. 		<ul style="list-style-type: none"> Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
	<ul style="list-style-type: none"> Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. 		<ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas.
	<ul style="list-style-type: none"> Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		

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EYFS Development Matters 2020 Statements Children in Reception - Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene

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EYFS Development Matters 2020 Statements Children in Reception – Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. 	<ul style="list-style-type: none"> Count objects, actions and sounds. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 	<ul style="list-style-type: none"> Subitise. 	<ul style="list-style-type: none"> Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them.
<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Create collaboratively sharing ideas, resources and skills.
<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. 	<ul style="list-style-type: none"> Count beyond ten. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses.
<ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Compare numbers. 	<ul style="list-style-type: none"> Draw information from a simple map. 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody.
<ul style="list-style-type: none"> Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Develop storylines in their pretend play.
<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10. 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups.
<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Explore the natural world around them. 	
<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. 	
	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. 	
	<ul style="list-style-type: none"> Compare length, weight and capacity. 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. 	