



## Subject: EYFS Curriculum Plan

	<b>Reception – Early Years Foundation Stage</b>
<b>Communication and Language</b>	Children will participate in language-rich conversations with both adults and peers, learning new vocabulary. They will understand how to listen and why listening is important. Children will ask questions to find out more about their learning and articulate their ideas and thoughts as well-formed sentences. They will connect one idea to another using a range of connectives. Children will use talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen. They will actively listen to a range of stories and engage in discussion around books, re-telling a story in their own words. They will listen to and learn rhymes, poems and songs. Children will engage with non-fiction books, developing a deep familiarity with new knowledge and vocabulary.
<b>Personal, Social and Emotional Development</b>	Children will build constructive and respectful relationships with both adults and peers. They will see themselves as a valuable individual, able to manage their own needs. Children will express, identify and moderate their own feelings, showing resilience and perseverance in the face of challenge. They will think about the perspectives of others and consider their feelings.
<b>Physical Development</b>	Children will learn to move in a variety of ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. They will progress towards a more fluent style of moving, developing control and grace. Children will develop their overall body strength, coordination, balance and agility. They will develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Children will develop their fine motor skills to use a range of tools competently, safely and confidently such as pencils, paintbrushes, scissors, knives, forks and spoons. They will develop the foundations of a handwriting style which is fast, accurate and efficient. Children will know about the different factors which support their overall health and wellbeing.
<b>Literacy</b>	Children will read individual letters by saying the sounds for them, progressing to blending sounds to read short words and sentences. They will read some common exception words. They will form lowercase and capital letters correctly and write short sentences using a capital letter and full stop. Children will re-read books to build their confidence in word reading, fluency, understanding and enjoyment.
<b>Mathematics</b>	Children will count objects, actions and sounds. They will subitise groups of objects. Children will link the number symbol with the cardinal number value, count beyond ten and compare numbers. They will understand the 'one more/one less than' relationship between consecutive numbers. Children will explore the composition of numbers to ten and automatically recall number bonds for numbers 0-10. They will select, rotate and manipulate shapes in order to develop spatial reasoning skills and compose and decompose shapes to recognise that a shape can



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	have other shapes within it, just as numbers can. Children will continue, copy and create repeating patterns and compare length, weight and capacity.
<b>Understanding the World</b>	Children will talk about members of their immediate family and community, naming and describing people who are familiar to them. They will comment on images of familiar situations in the past and compare and contrast characters from stories, including figures from the past. Children will understand that some people have different beliefs and celebrate special times in different ways. They will recognise some similarities between life in this country and life in other countries. Children will draw information from a simple map. They will explore the natural world around them, describing what they see, hear and feel outside. Children will recognise that some environments are different to the one in which they live and understand the effect of changing seasons on the natural world around them.
<b>Expressive Arts and Design</b>	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining their ideas and developing their ability to represent them. Children will create collaboratively, sharing ideas, resources and skills. They will listen attentively, move to and talk about music, expressing their feelings and responses. Children will watch, talk about and engage in dance and performance, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will develop storylines in their pretend play.

Communication and Language	
<b>ELG: Listening, Attention and Understanding</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<b>ELG: Speaking</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



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Personal, Social and Emotional Development	
<b>ELG: Self-Regulation</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul>
<b>ELG: Managing Self</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<b>ELG: Building Relationships</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
Physical Development	
<b>ELG: Gross Motor Skills</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>ELG: Fine Motor Skills</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
Literacy	
<b>ELG: Comprehension</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> </ul>



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	<ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>ELG: Word Reading</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>ELG: Writing</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Mathematics</b>	
<b>ELG: Number</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>
<b>ELG: Numerical Patterns</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Understanding the World</b>	
<b>ELG: Past and Present</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>ELG: People, Culture and Communities</b>	<p>Children at the expected level of development will:</p>



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	<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>
<b>ELG: The Natural World</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Expressive Arts and Design</b>	
<b>ELG: Creating with Materials</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<b>ELG: Being Imaginative and Expressive</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>