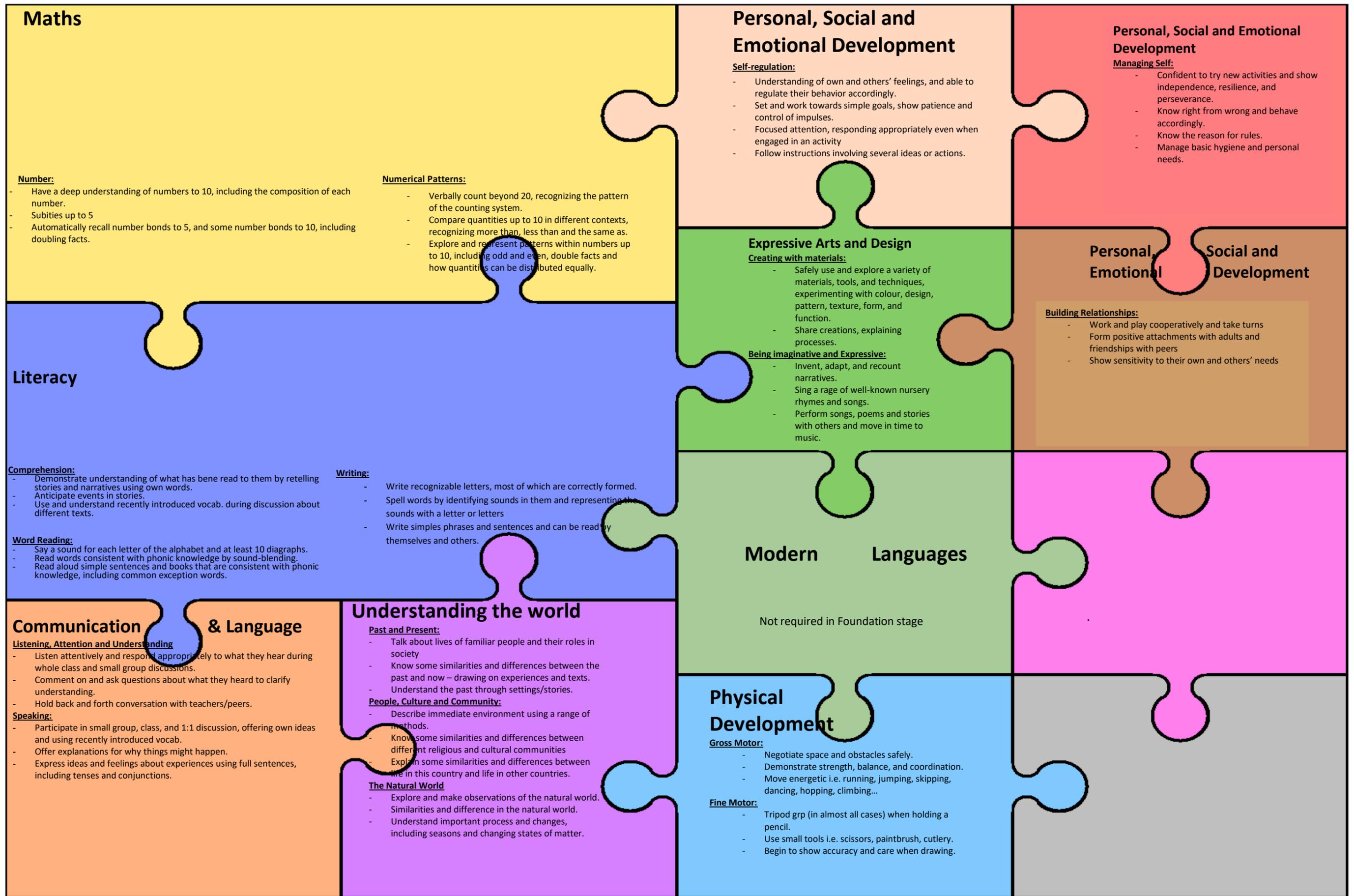


# EYFS Curriculum Overview – ELGs



## Maths

### Number:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise up to 5
- Automatically recall number bonds to 5, and some number bonds to 10, including doubling facts.

### Numerical Patterns:

- Verbally count beyond 20, recognizing the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognizing more than, less than and the same as.
- Explore and represent patterns within numbers up to 10, including odd and even, double facts and how quantities can be distributed equally.

## Literacy

### Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using own words.
- Anticipate events in stories.
- Use and understand recently introduced vocab. during discussion about different texts.

### Word Reading:

- Say a sound for each letter of the alphabet and at least 10 digraphs.
- Read words consistent with phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words.

### Writing:

- Write recognizable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences and can be read by themselves and others.

## Communication

## & Language

### Listening, Attention and Understanding

- Listen attentively and respond appropriately to what they hear during whole class and small group discussions.
- Comment on and ask questions about what they heard to clarify understanding.
- Hold back and forth conversation with teachers/peers.

### Speaking:

- Participate in small group, class, and 1:1 discussion, offering own ideas and using recently introduced vocab.
- Offer explanations for why things might happen.
- Express ideas and feelings about experiences using full sentences, including tenses and conjunctions.

## Understanding the world

### Past and Present:

- Talk about lives of familiar people and their roles in society
- Know some similarities and differences between the past and now – drawing on experiences and texts.
- Understand the past through settings/stories.

### People, Culture and Community:

- Describe immediate environment using a range of methods.
- Know some similarities and differences between different religious and cultural communities
- Explain some similarities and differences between life in this country and life in other countries.

### The Natural World

- Explore and make observations of the natural world.
- Similarities and difference in the natural world.
- Understand important process and changes, including seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-regulation:

- Understanding of own and others' feelings, and able to regulate their behavior accordingly.
- Set and work towards simple goals, show patience and control of impulses.
- Focused attention, responding appropriately even when engaged in an activity
- Follow instructions involving several ideas or actions.

## Personal, Social and Emotional Development

### Managing Self:

- Confident to try new activities and show independence, resilience, and perseverance.
- Know right from wrong and behave accordingly.
- Know the reason for rules.
- Manage basic hygiene and personal needs.

## Expressive Arts and Design

### Creating with materials:

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, pattern, texture, form, and function.
- Share creations, explaining processes.

### Being imaginative and Expressive:

- Invent, adapt, and recount narratives.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, poems and stories with others and move in time to music.

## Personal, Emotional

## Social and Development

### Building Relationships:

- Work and play cooperatively and take turns
- Form positive attachments with adults and friendships with peers
- Show sensitivity to their own and others' needs

## Modern Languages

Not required in Foundation stage

## Physical Development

### Gross Motor:

- Negotiate space and obstacles safely.
- Demonstrate strength, balance, and coordination.
- Move energetic i.e. running, jumping, skipping, dancing, hopping, climbing...

### Fine Motor:

- Tripod grip (in almost all cases) when holding a pencil.
- Use small tools i.e. scissors, paintbrush, cutlery.
- Begin to show accuracy and care when drawing.