

# EYFS Curriculum Overview –3-4 years

## Maths

- Fast recognition of up to 3 objects without having to count them.
- Recite numbers past 5.
- Say one number for each item in order (1:1 counting)
- Understanding of cardinal principle.
- Show figure numbers up to 5.
- Link numerals with value up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve number problems with numbers up to 5.
- Compare quantities using language.
- Talk about and explore 2D and 3D shapes.
- Understand some positional language.
- Describe a familiar route and discuss this using positional language.
- Make size, length, weight, and capacity comparisons between objects.
- Combine shapes to make new ones.
- Talk about and identify patterns and be able to create and extended ABAB patterns including noticing any errors in repeating patterns.
- Beginning to describe a sequence of events using appropriate language i.e first, then, next.

## Personal, Social and Emotional Development

- Select and use activities and resources that help them to achieve a goal.
- Develop sense of responsibility and membership within the community.
- Outgoing with unfamiliar people within a safe context/setting and be confident in new social situations.
- Help find solutions to conflicts and rivalries and talk with others to solve conflicts.
- Follow rules and understand why these are important and do not always need a reminder to follow rules.
- Develop appropriate ways for being assertive.
- Talk about feelings and begin to understand how others may be feeling.

## Expressive Arts and Design

- Take part in pretend play
- Create stories using small world equipment.
- Explore different materials freely and have ideas about what they could do with them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and use shapes to represent objects.
- Draw with increasing complexity and detail and use drawing to represent ideas.
- How different emotions within drawings/paintings.
- Explore colour and colour mixing.
- Listen with increased attention to sounds and respond appropriately to what they have heard.

## Expressive Arts and Design

- Remember and sing entire songs and sing with pitch and tone sung by another person.
- Sing the melodic shape.
- Create own songs and improvise a song around one they know.
- Play instrument with increasing control and express their feelings and ideas.

## Literacy

- Understand the 5 key concepts about print.
- Develop phonetical awareness.
- Engage in extended conversation about stories, learning new vocab.
- Use some of their print and letter knowledge in their early writing and write some letters accurately.
- Write some or all of their name.

## Modern Languages

Not required in Foundation stage

## Communication & Language

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.
- Sing a large repertoire of songs.
- Know many rhymes, talk about familiar books and be able to tell a long story.
- Use longer sentences of 4 to 6 words.
- Express a point of view and debate when they disagree, using words and actions.
- Start and continue a conversation with an adult or friend.
- Use talk to organise self and play.

## Understanding the world

- Use all sense in hands on exploration of natural materials.
- Explore collections of different/similar materials.
- Talk about what they see using a wide vocab.
- 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 from growing plants.
- Understand key features in the life cycle of a plant and an animal.
- Understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they feel.
- Explore and talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about differences they have experienced.

## Physical Development

- Continue to develop their movement i.e balancing, riding, skipping, hopping, holding a pose.
- Go up stairs/climb using alternate feet.
- Use large-muscle movements.
- Make up and join in with team games and group activities.
- Increasingly able to use and remember sequences and patterns of movement.
- Match appropriate physical movements to tasks and activities.
- Plank, depending of length and width.
- Choose correct resources for plan i.e a spade for digging.
- Collaborate with others to manage large items.

## Physical Development

- Use one-handed tools and equipment.
- Show preference for a dominant hand and have a comfortable grip when holding pens and pencils.
- Eat independently using a knife and a fork.
- Increasingly independent getting dressed and undressed and meeting their own care needs.
- Make healthy choices.

