



Early Years Foundation Stage Curriculum

PERSONAL, SOCIAL & EMTIONAL DEVELOPMENT		
Making Relationships	Self-confidence & Self-awareness	Managing feelings & behaviour
<ul style="list-style-type: none">• Initiates conversation, attends to and takes account of what others say.• Explains own knowledge and understanding, and asks appropriate questions of others.• Takes steps to resolve conflicts with other children, e.g. finding a compromise.• Children play cooperatively, taking turns with others.• They take account of one another's ideas about how to organise their activity. (ELG)• They show sensitivity to others' needs and feelings. (ELG)• They form positive relationships with adults and other children. (ELG)	<ul style="list-style-type: none">• Confident to speak to others about own wants, needs, interests and opinions.• Can describe self in positive terms and talk about abilities.• Children are confident to try new activities and say why they like some activities more than others.• They are confident to speak in a familiar group. (ELG)• They will talk about their ideas, and will choose the resources they need for their chosen activity. (ELG)• They say when they do or don't need help. (ELG)	<ul style="list-style-type: none">• Understands that own actions affect other people.• Aware of the boundaries set, and the behavioural expectations in the setting.• Beginning to be able to negotiate and solve problems without aggression.• Children to talk about how they and others show feelings. (ELG)• They talk about their own and others' behaviour and consequences, and know that some behaviour is unacceptable. (ELG)• Work as part of a group or class and understand and follow the rules. (ELG)• Adjust their behaviour to different situations. (ELG)• Take changes of routine in their stride. (ELG)



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COMMUNICATION & LANGUAGE		
Listening & Attention	Understanding	Speaking
<ul style="list-style-type: none">• Maintains attentions, concentrates and sits quietly during appropriate activities.• Two-channelled attention – can listen and do for a short span of time.• Children can listen attentively in a range of situations. (ELG)• Children listen to stories, accurately anticipating key events. (ELG)• They respond to what they hear with relevant comments, questions or actions. (ELG)• They give their attention to what others say and respond appropriately while engaged in another activity. (ELG)	<ul style="list-style-type: none">• Responds to instructions involving a two-part sequence. Understands humour.• Able to follow a story without pictures or props.• Listens and responds to ideas expressed by others in conversation or discussion.• Children to follow instructions involving several ideas and actions. (ELG)• They answer 'how' and 'why' questions about their experiences in response to stories or events. (ELG)	<ul style="list-style-type: none">• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.• Uses language to imagine and recreate roles and experiences in play situations.• Links statements and stick to main theme or intention.• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Introduces a storyline or narrative into their play.• Children can express themselves effectively, showing awareness of their listeners' needs. (ELG)• Uses the past, present and future forms accurately when talking about events that have happened or are happening in the future. (ELG)• They develop their own narratives and explanations by connecting ideas or events. (ELG)



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PHYSICAL DEVELOPMENT	
Moving & Handling	Health & Self Care
<ul style="list-style-type: none">• Experiments with different ways of moving.• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skills around, under, over and through balancing and climbing equipment.• Shows increasing control over an object, using tools to effect changes to materials.• Uses simple tools to effect changes to materials.• Handles tools, objects, constructions and malleable materials safely with increasing control.• Shows a preference for a dominant hand.• Begins to use anticlockwise movement and retrace vertical lines.• Begins to form recognisable letters.• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <ul style="list-style-type: none">• Children show good control and co-ordination in large and small movements. (ELG)• They move confidently in a range of ways, safely negotiating space. (ELG)• They handle equipment and tools effectively, including pencils for writing. (ELG)	<ul style="list-style-type: none">• Eats a healthy range of foodstuffs and understands the need for variety in food.• Usually clean and dry during the day.• Show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.• Shows an understanding of how to transport and store equipment safely.• Practises some appropriate safety measures without direct supervision. <ul style="list-style-type: none">• Children know the importance for good health, of physical exercise and a healthy diet. They talk about ways to keep healthy and safe. (ELG)• They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)



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LITERACY	
Reading	Writing
<ul style="list-style-type: none">• Creates a rhyming string.• Hears and says the initial sounds in words.• Can segment and blend sounds in words. Knows which letters represent some of them.• Links sounds to letters, naming and sounding letters of the alphabet.• Begins to read words and simple sentences.• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.• Enjoys an increasing range of books.• Knows that information can be retrieved from books and computers. <ul style="list-style-type: none">• Children can read and understand simple sentences. (ELG)• Use phonic knowledge to decode regular words and read them aloud accurately. (ELG)• Can read some common irregular words. (ELG)• They demonstrate an understanding when talking with others about what they have read. (ELG)	<ul style="list-style-type: none">• Gives meaning to marks they make, draw, write and paint• Begins to break the flow of speech into words.• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together.• Links sounds to letters, naming and sounding letters of the alphabet.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Write own name and other things such as labels and captions.• Attempts to write short sentences in meaningful contexts. <ul style="list-style-type: none">• Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)• They write some irregular common words. (ELG)• Writes simple sentences, which can be read by themselves and others. (ELG)• Some words are spelt correctly and others are phonetically plausible. (ELG)



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MATHEMATICS	
Number	Shape, Space & Measure
<ul style="list-style-type: none">• Recognises some numbers of personal significance.• Recognises numerals 1-5.• Counts up to 3 or 4 objects by naming one number name for each item.• Counts objects or actions which can't be moved.• Counts objects to 10 and beginning to count beyond 10.• Counts out 6 objects from a larger group.• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.• Counts an irregular arrangement of 10 objects.• Estimates how many objects they can see and checks by counting them.• Uses the language of 'more' and 'fewer/less' to compare two sets of objects.• Finds the totally number of items in 2 groups by counting all of them.• Says the number that is one more than or one less than a given number.• Finds one more or one less from a group of up to 5 objects and then 10 objects.• In practical activities they begin to use the vocabulary involved in adding and subtracting.• Records using marks that can be interpreted and explained.• Begins to identify own mathematical problems based on own interests and fascinations. <ul style="list-style-type: none">• Children can count reliably with numbers from 1-20, place them in order and say which number is one more or less than a given number. (ELG)• Using quantities and objects they add and subtract two single digit numbers and count on or back to find an answer. (ELG)• They solve problems including doubling, halving and sharing. (ELG)	<ul style="list-style-type: none">• Beginning to use mathematical names for 'flat' 2D shapes and 'solid' 3D shapes and mathematical terms to describe them.• Selects a particularly named shape.• Can describe their relative position such as 'behind' or 'next to'.• Orders 2 or 3 items by length or height.• Order 2 or 3 items by weight or capacity.• Use familiar objects and common shapes to create and recreate patterns and builds models.• Uses everyday language related to time.• Begin to use everyday language related to money.• Orders and sequences familiar events.• Measure short periods of time in simple ways. <ul style="list-style-type: none">• Use everyday language to talk about size, weight, capacity, position, time, distance and money to compare quantities and to solve problems. (ELG)• They recognise, create and describe patterns. (ELG)• They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)



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UNDERSTANDING THE WORLD		
People & Communities	The World	Technology
<ul style="list-style-type: none">• Enjoys joining in with family customs and routines.• Children talk about past and present events in their own lives and in the lives of their family members. (ELG)• They know that other children do not always enjoy the same things and are sensitive to this. (ELG)• They know about similarities and differences between themselves and others. (ELG)• They know about similarities and differences among families, communities and traditions. (ELG)	<ul style="list-style-type: none">• Looks closely at similarities, differences, patterns and chance.• Children know about similarities and differences in relation to places, objects, materials and living things. (ELG)• They talk about the features of their own immediate environment and how environments might differ from one another. (ELG)• They make observations of plants and animals. (ELG)• They can explain why some things occur, and talk about changes to animals, plants and the environment. (ELG)	<ul style="list-style-type: none">• Completes a simple program on a computer.• Uses ICT hardware to interact with age appropriate computer software.• Children recognise that a range of technology is used in places such as homes and schools. (ELG)• They select and use technology for a particular purpose. (ELG)



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EXPRESSIVE ARTS & DESIGN	
Exploring media & materials	Being Imaginative
<ul style="list-style-type: none">• Begins to build a repertoire of songs and dances.• Explores the different sounds of instruments.• Explores what happens when they mix colours.• Experiments to create different textures.• Understands that different media can be combined to create new effects.• Manipulates materials to achieve a planned effect.• Constructs with a purpose in mind using a variety of resources.• Uses simple tools and techniques competently and appropriately.• Selects resources and adapts work where necessary.• Selects tools and techniques needed to shape, assemble and join materials they are using. <ul style="list-style-type: none">• Children sing songs, make music and dance. (ELG)• They experiment with song, music and dance, finding ways of changing them. (ELG)• They safely use and explore a variety of materials, tools and techniques. (ELG)• They experiment with colour, design, texture, form and functions. (ELG)	<ul style="list-style-type: none">• Creates simple representations of events, people and objects.• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.• Chooses a particular colour for particular purposes.• Introduces a storyline or narrative into their play.• Plays alongside other children who are engaged in the same theme.• Plays cooperatively as part of a group to develop and act out a narrative. <ul style="list-style-type: none">• Children use what they have learnt about media and materials in original ways, thinking about uses and purpose. (ELG)• They represent their own ideas, thoughts and feelings through design technology. (ELG)• They represent their own ideas, thoughts and feelings through art, music and dance. (ELG)• They represent their own ideas, thoughts and feelings through role play and stories. (ELG)