

EYFS Curriculum Yearly Plan

Birth to 3 3-4 Year Olds ELG's

Term 1 – Wonderful World of Me		
<p>Communication and Language</p> <ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • 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." • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Engage in story-times. • Listen to and talk about stories to build familiarity and understanding. 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 	<p>Physical Development</p> <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. • 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 • Further develop the skills they need to manage the school day successfully: * lining up and queuing * mealtimes * personal hygiene
<p>Literacy</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • 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. • Read individual letters by saying the sounds for them. • Read some letter groups that each represent one sound and say sounds for them. 	<p>Mathematics</p> <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'). • 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. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. 	<p>Understanding the World</p> <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. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past.
<p>Expressive Arts</p> <ul style="list-style-type: none"> • 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. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups 		

Term 2 – Traditional Tales & Christmas

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. 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’ Listen to and talk about stories to build familiarity and understanding. Articulate their ideas and thoughts in well-formed sentences. Engage in story-times. 	<ul style="list-style-type: none"> 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. Begin to understand how others might be feeling. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. 	<ul style="list-style-type: none"> 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. 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. Progress towards a more fluent style of moving, with developing control and grace
Literacy	Mathematics	Understanding the World
<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Write some letters accurately. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme. 	<ul style="list-style-type: none"> Extend and create ABAB patterns – stick, leaf, stick, leaf. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Continue, copy and create repeating patterns. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Understand the effect of changing seasons on the natural world around them.
Expressive Arts		
<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. 		

Term 3 – Chinese New Year, Dragons & Tigers

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> ● 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. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> ● Do not always need an adult to remind them of a rule. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts. ● 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"> ● 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. ● Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips ● Develop the foundations of a handwriting style which is fast, accurate and efficient. ● Develop overall body-strength, balance, co-ordination and agility.
Literacy	Mathematics	Understanding the World
<ul style="list-style-type: none"> ● Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. ● Engage in extended conversations about stories, learning new vocabulary. ● Write some letters accurately. ● Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. ● Read a few common exception words matched to the school’s phonic programme. ● Form lower-case and capital letters correctly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<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’. ● Solve real world mathematical problems with numbers up to 5. ● Compare quantities using language: ‘more than’, ‘fewer than’. ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> ● 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 the differences they have experienced or seen in photos. ● Understand that some places are special to members of their community. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Recognise some similarities ● Understand the effect of changing seasons on the natural world around them.
Expressive Arts		
<ul style="list-style-type: none"> ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● 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. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. 		

Term 4 – Birds & Spring Time Celebrations

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”. Sing a large repertoire of songs. 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. 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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. 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.
Literacy	Mathematics	Understanding the World
<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. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.
Expressive Arts		
<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories Share their creations, explaining the process they have used Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 		

Term 5 – Growing

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing
Literacy	Mathematics	Understanding the World
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Write recognisable 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 that can be read by others. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 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. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Expressive Arts		
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role-playing characters in narratives and stories. 		

Term 6 – Under The Sea

Communication and Language	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Literacy	Mathematics	Understanding the World
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Write recognisable 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 that can be read by others. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 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. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts		
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role-playing characters in narratives and stories. 		