 Year R – Early Years Foundation Stage Overview

The EYFS framework is delivered through a range of themes;

I am a Rainbow, Let’s Celebrate, Once Upon a Time, Dinosaur Rumpus, My Wonderful World, Go for it!

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| Communication and Language |
| *Listening and Attention* | * Listening attentively in a range of situations
* Listen to stories, accurately anticipating events and respond to what they hear with relevant comments, questions or actions
* Give attention to what others say and respond appropriately, while engaged in another activity
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| *Understanding* | * Follow instructions involving several ideas or actions
* Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events
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| *Speaking* | * Express themselves effectively, showing awareness of listeners’ needs
* Use past, present and future forms accurately when talking about events
* Develop their own narratives and explanations by connecting ideas or events
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| Physical Development |
| *Moving and Handling* | * Show good control and co-ordination in large and small movements
* Move confidently in a range of ways, safely negotiating space
* Handle equipment and tools effectively, including pencils for writing
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| *Health and* *Self-care* | * Know the importance for good health of physical exercise and a healthy diet
* Talk about ways to keep healthy and safe
* Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
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| Personal, Social and Emotional Development |
| *Self-confidence and self-awareness*  | * Confident to try new activities and say why they like some activities more than others
* Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities
* Say when they do or do not need help
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| *Managing feelings and behaviour* | * Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable
* Work as part of a group or class, and understand and follow rules
* Adjust their behaviour to different situations, and take changes of routine in their stride
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| *Making Relationships* | * Play co-operatively, taking turns with others.
* Take account of one another’s ideas about how to organise their activity
* Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children
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| Literacy |
| *Reading* | * Read and understand simple sentences
* Use phonic knowledge to decode regular words and read them aloud accurately
* Read some common irregular words
* Demonstrate understanding when talking with others about what they have read
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| *Writing* | * Use their phonic knowledge to write words in ways which match their spoken sounds
* Write some irregular common words
* Write simple sentences which can be read by themselves and others
* Spell some words correctly and others are phonetically plausible
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| Mathematics |
| *Numbers* | * Count reliably with numbers from 1 to 20
* Place numbers in order and say which is one more or one less than a given number
* Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer
* Solve problems, including doubling, halving and sharing
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| *Shape, space and measures* | * Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
* Recognise, create and describe patterns
* Explore characteristics of everyday objects and shapes and use mathematical language to describe them
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| Understanding the world |
| *People and communities* | * Talk about past and present events in their own lives and in the lives if family members
* Know that other children don’t always enjoy the same things and are sensitive to this
* Know about similarities and differences between themselves and others, and among families, communities and traditions
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| *The world* | * Know about similarities and differences in relation to places, objects, materials and living things
* Talk about the features of their own immediate environment and how environments might vary from one another
* Make observations of animals and plants and explain why some things occur, and talk about changes
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| *Technology* | * Recognise that a range of technology is used in places such as homes and schools
* Select and use technology for particular purposes
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| Expressive art and design |
| Exploring and using media and materials | * Sing songs, make music and dance, and experiment with ways of changing them
* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
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| Being imaginative | * Use what they have learnt about media and materials in original ways, thinking about uses and purposes
* Represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories
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