



## 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!

Communication and Language	
<i>Listening and Attention</i>	<ul style="list-style-type: none"> <li>• Listening attentively in a range of situations</li> <li>• Listen to stories, accurately anticipating events and respond to what they hear with relevant comments, questions or actions</li> <li>• Give attention to what others say and respond appropriately, while engaged in another activity</li> </ul>
<i>Understanding</i>	<ul style="list-style-type: none"> <li>• Follow instructions involving several ideas or actions</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events</li> </ul>
<i>Speaking</i>	<ul style="list-style-type: none"> <li>• Express themselves effectively, showing awareness of listeners' needs</li> <li>• Use past, present and future forms accurately when talking about events</li> <li>• Develop their own narratives and explanations by connecting ideas or events</li> </ul>
Physical Development	
<i>Moving and Handling</i>	<ul style="list-style-type: none"> <li>• Show good control and co-ordination in large and small movements</li> <li>• Move confidently in a range of ways, safely negotiating space</li> <li>• Handle equipment and tools effectively, including pencils for writing</li> </ul>
<i>Health and Self-care</i>	<ul style="list-style-type: none"> <li>• Know the importance for good health of physical exercise and a healthy diet</li> <li>• Talk about ways to keep healthy and safe</li> <li>• Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</li> </ul>
Personal, Social and Emotional Development	
<i>Self-confidence and self-awareness</i>	<ul style="list-style-type: none"> <li>• Confident to try new activities and say why they like some activities more than others</li> <li>• Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</li> <li>• Say when they do or do not need help</li> </ul>

<i>Managing feelings and behaviour</i>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Work as part of a group or class, and understand and follow rules</li> <li>• Adjust their behaviour to different situations, and take changes of routine in their stride</li> </ul>
<i>Making Relationships</i>	<ul style="list-style-type: none"> <li>• Play co-operatively, taking turns with others.</li> <li>• Take account of one another's ideas about how to organise their activity</li> <li>• Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li> </ul>
<b>Literacy</b>	
<i>Reading</i>	<ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Read some common irregular words</li> <li>• Demonstrate understanding when talking with others about what they have read</li> </ul>
<i>Writing</i>	<ul style="list-style-type: none"> <li>• Use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>• Write some irregular common words</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• Spell some words correctly and others are phonetically plausible</li> </ul>
<b>Mathematics</b>	
<i>Numbers</i>	<ul style="list-style-type: none"> <li>• Count reliably with numbers from 1 to 20</li> <li>• Place numbers in order and say which is one more or one less than a given number</li> <li>• Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer</li> <li>• Solve problems, including doubling, halving and sharing</li> </ul>
<i>Shape, space and measures</i>	<ul style="list-style-type: none"> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</li> <li>• Recognise, create and describe patterns</li> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> </ul>
<b>Understanding the world</b>	
<i>People and communities</i>	<ul style="list-style-type: none"> <li>• Talk about past and present events in their own lives and in the lives of family members</li> <li>• Know that other children don't always enjoy the same things and are sensitive to this</li> <li>• Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>

<i>The world</i>	<ul style="list-style-type: none"> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> <li>• Talk about the features of their own immediate environment and how environments might vary from one another</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>
<i>Technology</i>	<ul style="list-style-type: none"> <li>• Recognise that a range of technology is used in places such as homes and schools</li> <li>• Select and use technology for particular purposes</li> </ul>
<b>Expressive art and design</b>	
Exploring and using media and materials	<ul style="list-style-type: none"> <li>• Sing songs, make music and dance, and experiment with ways of changing them</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>
Being imaginative	<ul style="list-style-type: none"> <li>• Use what they have learnt about media and materials in original ways, thinking about uses and purposes</li> <li>• Represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories</li> </ul>