 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 |
| *Understanding* | * Follow instructions involving several ideas or actions * Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events |
| *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 |
| 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 |
| *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 |
| 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 |
| *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 |
| 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 |
| *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 |
| 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 |
| *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 |
| 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 |
| *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 |
| 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 |