## Stafford Leys Curriculum Overview for EYFS (2021-2022)

# Listening, Attention & Understanding

- 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 understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

# Communication & Language Speaking

- 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 the use of conjunctions, with modelling and support from their teacher.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role play.

## Literacy (cont.)

### **Word Reading**

- Say a sound for each letter in the alphabet & at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences & books that are consistent with their phonic knowledge, including some common exception words.

# Personal, Social & Emotional

## **Managing Self**

- Show an understanding of their
  own feelings & those of others, & Be confident to the show independent to the show independen
- Set and work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, & show an ability to follow instructions when involving several ideas & actions.

# Development

- Be confident to try new activities
   & show independence, resilience
   & perseverance in the face of challenge.
- Explain the reasons for rules know right from wrong & try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices.

## **Building Relationships**

- Work & play cooperatively & take turns with others.
- Form positive attachments to adults & friendships with peers.
- Show sensitivity to their own & to others' needs.

## Literacy (cont.)

## Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them & representing the sounds with a letter or letters

## Understanding the World

### **Past & Present**

- Talk about the lives of the reople around them & their roles in society.
- Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class.
- Understand the past though settings, characters & events encountered in books read in class & storytelling.

# Understanding the World (cont.)

Write simple phrases & sentences that can be read by

## **People, Culture & Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps.
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class.
- Explain some similarities & differences between life in this
  country & life in other countries, drawing on knowledge
  from stories, non-fiction texts & (when appropriate) maps

## Understanding the World (cont.)

### **The Natural World**

- Explore the natural world a ound them, making observations & drawing pictures of animals & plants.
  - Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.
- Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter.

## **Physical**

**Self-Regulation** 

## Development

#### **Gross Motor Skills**

- Negotiate space & obstacles safely, with consideration for themselves & others.
- Demonstrate strength, balance & coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.

#### **Fine Motor Skills**

- 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, paintbrushes & cutlery.
- Begin to show accuracy & care when drawing.

## **Mathematics**

### Number

- Have a deep understanding of numbers 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 doubling facts.

#### **Numerical Patterns**

- Verbally count beyond 20, recognising the lattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same number as another quantity.
- Explore & represent patterns within numbers up to 10, including evens & odds, double facts & how quantities cab be distributed equally.

# Expressive Acts & Design

### Creating with Materials

- Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.
- Share their creations, explaining the process they have
- Make use of props & materials when role playing characters in narratives & stories.

# Expressive Arts & Design

**Being Imaginative & Expressive** 

Invent, adapt & recount narratives & stories with peers & their teacher.

Sing a range of well-known rhymes & songs.

Perform songs, rhymes, poems & stories with others, & (when appropriate) try to move in time with music.