

EYFS links to National Curriculum and Skills Progression

The early years foundation stage framework is split into seven areas of learning. Three of these are known as the 'prime areas' and the other four areas are the 'specific' areas. The seven areas are then split into further strands as follows (shown in brackets alongside the areas of learning):

Prime areas

- **Communication and language development** (listening, attention and understanding; speaking) This sets the foundations for literacy and is crucial to children being able to move onto literacy in the national curriculum.
- **Personal, social and emotional development** (self-regulation; managing self; building relationships). This area links with PSHE in the national curriculum. It is a very important part of EYFS and runs through most of what we do. This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc.
- **Physical development** (gross motor skills; fine motor skills). This area includes the development of gross motor skills needed for sports and physical health in the national curriculum, and equally importantly the development of fine motor skills which are essential for children learning to hold a pencil, make marks with control and write.

Specific areas

- **Literacy** (comprehension; word reading; writing)
- **Mathematics** (number; numerical patterns)
- **Understanding of the world** (past and present; people, culture and communities; the natural world). This area links with history, geography, science and RE in the National Curriculum.

- **Expressive arts and design** (creating with materials; being imaginative). This area links with art, music and design technology in the National Curriculum.

	<u>Autumn 1</u> <u>Marvellous Me</u>	<u>Autumn 2</u> <u>Where the Wild Things Are</u>	<u>Spring 1</u> <u>Once Upon a Royal Story...</u>	<u>Spring 2</u> <u>To Infinity and Beyond</u>	<u>Summer 1</u> <u>Curious Critters</u>	<u>Summer 2</u> <u>Roots, Shoots and Muddy Boots</u>
<u>Past and Present</u> <u>People, Cultures and Communities</u> <u>The Natural World</u> Science History Geography RE	-I can comment about the world around me -I ask questions about my familiar world -I can answer some questions about my familiar world	- I understand what nocturnal means - I can name 3 nocturnal animals - I can identify the Arctic and Antarctica on a map/globe - I can compare some features of seasons -I can talk about	-I can talk about past and present events in my own life -I can name some parts of a castle -I can talk about how things change (potions/experiments)	- I look closely at similarities and differences - I can talk how things work - I can name some planets in the solar system	-I can identify some features of the natural world through observation -I can talk about a life cycle -I can name some minibeasts and comment on their features	- I can talk about things I have observed, such as plants, growth and change - I can identify animals that live on a farm and their features - I can contribute to growth and show care in

		different celebrations				our natural environment
<u>Creating with Materials</u> <u>Being Imaginative and Expressive</u> <u>Art/DT</u> <u>Music</u> <u>Drama</u>	<ul style="list-style-type: none"> -I can make simple snips to paper using scissors safely with support -I can join materials using glue and tape -I can use new materials – tissue paper, wool -I can draw some simple representations -I can explore with different colours - I can learn a number of songs and rhymes 	<ul style="list-style-type: none"> -I know how to mix secondary colours -I can join large materials together -I can find the best way to join materials. -I can fold and tear different materials -I can use scissors safely to cut materials with some support - I can sing songs and 	<ul style="list-style-type: none"> - I can use a range of materials confidently - I can experiment with the colour, design and texture of different materials - I can make snips on paper with scissors independently and safely - I can clap/tap a steady beat - I can think of my own ideas for imaginative play, building on my experiences 	<ul style="list-style-type: none"> - I can manipulate a range of materials to create a desired affect - I can use specific colours and materials for a purpose - I can use scissors independently with increasing control - I can make music by myself and perform 	<ul style="list-style-type: none"> -I can represent my own ideas through design and technology, art, music, dance, role play and stories - I can move to music with increasing rhythmic awareness - I can show increasing control when manipulating 2D and 3D materials for art and design purposes 	<ul style="list-style-type: none"> - I can make accurate cuts with scissors independently and carefully - I can input and respond to ideas during role play and making music - I can design and build 2D and 3D models for art and design purposes

		rhymes by myself - I can engage in imaginative play				
<u>Listening, Attention and Understanding</u> <u>Speaking</u> <u>Self-Regulation</u> <u>Managing Self</u> <u>Building Relationships</u> <u>RSHE</u>	-I show confidence within the classroom -I can follow some rules independently -I can form some good relationships	-I can initiate conversations and listen to others -I can resolve some conflicts -I can adapt to different situations	-I can adjust my behaviour in a range of different situations -I have the confidence to speak to a range of different people -I can ask appropriate and relevant questions	-I can choose and use resources independently -I can take in to account others ideas during play -I can show care for others	- I can talk about and show understanding of what is right and wrong - I can demonstrate increasing confidence in a range of situations	- I can talk about my feelings and how to regulate them - I can show care and concern for others and react appropriately - I can demonstrate confidence in a range of situations
<u>Word Reading</u> <u>Comprehension</u> <u>Writing</u>	-I can recognise my own name	-I can copy the letters of my name	- I can write my name independently - I can form most letters correctly	- I can write words independently	- I can read words and simple sentences	- I can read words and simple

<p><u>English</u></p>	<ul style="list-style-type: none"> -I can copy some letters of my name -I enjoy listening to stories -I can use some book language 	<ul style="list-style-type: none"> -I can form some letters correctly -I can hear initial sounds in words -I can blend and segment some CVC words -I can listen to stories with increasing attention 	<ul style="list-style-type: none"> - I can blend CVC and CCVC words - I can segment words for writing - I can write for purpose - I can show awareness of how stories are structured 	<ul style="list-style-type: none"> - I can read simple sentences - I can attempt to write simple sentences - I can listen to stories with increasing recall - I can sequence stories 	<p>with increasing fluency</p> <ul style="list-style-type: none"> - I can read some common irregular words - I can write simple sentences with support - I can use vocab that is influenced by my experience of books 	<p>sentences fluently</p> <ul style="list-style-type: none"> - I can read and write some common irregular words - I can write simple sentences that can be read by myself and others
<p><u>Number Numerical Patterns</u></p> <p><u>Mathematics</u></p>	<ul style="list-style-type: none"> -I can recite numbers to 10 -I can recognise numbers to 5 -I can count objects up to 5 	<ul style="list-style-type: none"> -I can count up to and back from 10 -I can recognise numbers to 10 	<ul style="list-style-type: none"> - I can recite numbers to 20 - I can order numbers to 10 - I can say one less than a given number 	<ul style="list-style-type: none"> - I can recognise numbers to 15 - I can practically find different 	<ul style="list-style-type: none"> - I can recognise numbers to 20 - I can recall number bonds to 10 	<ul style="list-style-type: none"> - I can order numbers to 20 - I can recall subtraction facts to 5 - I can recall doubles to 5

	<ul style="list-style-type: none"> -I can recognise some 2D shapes -I can talk about the simple order of my day -I can sort objects 	<ul style="list-style-type: none"> -I can count out objects up to 10 -I can subitise to 5 -I can sort and compare groups -I can practically find the total number of two groups -I can order numbers to 5 -I can say one more than a given number -I can recall some number bonds to 5 	<ul style="list-style-type: none"> - I can use different methods to complete simple addition - I can begin to subtract practically - I can recall number bonds to 5 - I can recognise some 3D shapes 	<ul style="list-style-type: none"> ways to make 10 - I can recall some number bonds to 10 - I can use different methods to complete simple subtraction - I can recognise and use 2D and 3D shapes 	<ul style="list-style-type: none"> - I can talk about length and height - I can talk about weight and capacity - I can complete addition and subtraction by counting on or back - I can estimate an amount and count correctly to check 	<ul style="list-style-type: none"> - I can carry out halving and sharing of objects and amounts - I can begin to count in 2's and identify even and odd numbers
<u>Gross Motor Skills</u> <u>Fine Motor Skills</u>	<ul style="list-style-type: none"> -I can explore balance and manage own body, including 	<ul style="list-style-type: none"> -I can show some understandin g about 	<ul style="list-style-type: none"> -I can develop confidence in fundamental movements 	<ul style="list-style-type: none"> - I show control and can manoeuvre a balance bike 	<ul style="list-style-type: none"> - I can send and receive a variety of objects with 	<ul style="list-style-type: none"> - I can demonstrate ways to be healthy, keeping fit,

<p><u>Physical Education</u></p>	<p>manipulating small objects -I can stretch, reach and extend in a variety of ways -I can control my body and perform specific movements on command -I can begin to hold a pencil using the pincer grip</p>	<p>keeping healthy - I can recognise that actions can be produced in time to music -I can copy, repeat and perform simple movement patterns -I can hold a pencil using the pincer grip and show increasing control</p>	<p>-I enjoy jumping, sliding, rolling, moving over, under and on apparatus -I can develop coordination and gross motor skills -I can hold a pencil correctly and with control</p>	<p>- I can travel with some control and coordination - I can change direction at speed through both choice and instruction - I can perform actions demonstrating changes in speed - I can form recognisable letters</p>	<p>different body parts - I can work with others to control objects - I can coordinate body parts such as hand-eye, foot-eye - I can correctly form letters</p>	<p>making/eating healthy food - I can work with a partner to listen, share ideas, question and choose - I can demonstrate simple skills using different apparatus, such as balls, hoops, rackets etc. - I can work as a team to compete in simple races and team games</p>
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