



Subjects in the EYFS

What does look like in the Early Years Setting?



Maths



Mathematics

Number

- Have a deep understanding of number 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 double facts.

Numerical Patterns

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

Maths



- ▶ Maths in EYFS is part of a planned and sequenced series of lessons from White Rose Maths in addition to planned Continuous Provision to support the children in their grounding in number.
- ▶ Opportunities to engage in mathematical learning can also be observed in areas such as Construction – measures, special awareness, capacity in the water, role play area – shopping, use of displays and books involving number. Plus continuous use of songs and rhymes to support understanding of number and counting.
- ▶ Through play and planned activities children are provided with opportunities to develop their special reasoning skills including shape and space, patterns, relationships and opportunities to make connections.
- ▶ **Opportunities for the above in areas of continuous provision.**



Communication and Language

Communication and Language

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

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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Communication



- ▶ Spoken language is encouraged through positive interactions and relationships between adults and children and between peers. Adults comment positively on children's actions and engage in discussions and ask questions about what the children are engaged in.
- ▶ The setting promotes a language rich environment through frequent reading to the children and with the children, in addition to discussions, interactions, and delivery of QFT.
- ▶ Questioning is planned into daily activities and continuous provision and new vocabulary that is acquired is embedded by modelling from adults, in discussions, interactions and QFT.
- ▶ **Opportunities for the above in areas of continuous provision.**



Literacy

Literacy

Comprehension

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

Word Reading

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

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

English - Literacy



- ▶ Literacy in EYFS is primarily to develop a life long love of reading and to develop language comprehension and word reading skills.
- ▶ From the beginning of EYFS children begin daily sequenced Phonic lessons teaching pronunciation of initial sounds and the skills of decoding, segmenting and blending to begin the initial stages of reading and writing.
- ▶ English lessons are planned from high quality texts and children are exposed to a range of texts that demonstrate culture, diversity, and rich language. Continues Provision is planned to support and encourage children to participate in early writing opportunities.
- ▶ Adults share stories, non-fiction texts and rhymes and songs several times each day. Children are encouraged to join in with repetitive words and phrases to develop language skills.
- ▶ Language

English – Literacy



Within the EYFS setting there is a dedicated and relaxed reading area for the children, there is a voting system where the children vote on which book the adult will read. In the setting there are non-fiction books within the areas alongside labels and signs to support language.

In areas there are pre-writing and planned Fine Motor activities to access.

In English and Phonic lessons adults model writing to the children.

Opportunities for the above in areas of continuous provision.



Understanding the World

Understanding the World

Past and Present

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

People, Culture and Communities

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

The Natural World

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

UTW - Science



- To support children in their understanding of the physical world they participate in Science lessons and planned activities around an enquiry based approach helping to develop their language, knowledge understanding and skills.
- Science is also linked to time in the outdoors in Forest School exploring nature.
- Regular discussion of seasons and the changes they bring.
- Use of a Curiosity cube to promote inquisitive minds.
- Use of the water tray and cooking, to look at changes, floating, sinking, melting, freezing.
- Changes in the body, and growing during exercise.
- Discussions about family, animals and their young, life-cycles are looked at also through story, non-fiction books and the small world.
- Looking at materials through story and books.
- EYFS children contribute tasks and activities in the Class Science Floor Book.
- **All of the above is provided in Continuous Provision.**

UTW - History



- To support children in their understanding of the physical world and their community, we engage in discussions about their weekends, holidays, past events within living memory. In this we incorporate the use of language linked to time in general ie. Yesterday, before, after, next
- Discussions and sharing of personal experiences is encouraged use of family photo's and experiences that parents upload onto Class Dojo are shared and discussed. Planned sessions are also included on family and generations.
- Visits are planned where possible like locality walks and to local places of interest.
- The children are exposed to listening to a broad range of stories which demonstrate culture and diversity. And encourages use of enriched vocabulary.
- In class we have a Curiosity Cube in which objects and artefacts are placed to encourage observations, questioning and discussions.
- In addition to this the Reception children are part of the timetabled History lessons with Year 1 and 2 children which encompasses all of the above and provides early exposure to rich subject related vocabulary. From this children begin to understand basic chronology, recognising things happened before they were born.
- **Opportunities for the above in areas of continuous provision.**

UTW - Geography



- To support children in their understanding of the physical world and their community we make use of the small word provision changing settings Arctic, Forest, Desert, Farming etc.
- Pictures are displayed in and around the class of both local and national landmarks.
- In class and as part of the KS1 Geography curriculum, we have a large child made map of the locality which displays the children within their locality.
- The construction provision includes roads, tracks, buildings.
- Staff use Google Maps/Earth and have discussion around this. Map drawing is incorporated in particular lessons.
- Children are encouraged to discuss places that they have visited.
- Children explore their school environment using 'go and find', can you describe? Where will we see? Etc
- Through books and stories, other countries and explored.
- Children spend time in Forest School in their natural environment.
- All of the above contributes to developing an enriched vocabulary.
- In addition to this the Reception children are part of the timetabled Geography lessons with Year 1 and 2 children which encompasses all of the above and provides early exposure to rich subject related vocabulary.



Physical Development

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and 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 and cutlery.
- Begin to show accuracy and care when drawing.

Physical Development



- To support children in their Physical development, the children will have daily wake – up movement time throughout the day.
- In the outdoor classroom, children make use of bikes, scooters, climbing. Use large chalkboard, digging and planting in the garden area.
- Each week the children have a dedicated PE lesson in which they follow Fundamental skills programmes, these lessons also incorporate games and focused tasks to develop Gross Motor skills.
- In terms of Fine Motor, the children have focused pencil and crayon activities, dough disco, they have access to a writing/mark making area in addition to having opportunities to mark make in other areas of continuous provision.
- Children have access to construction areas with Lego, blocks, vehicle tracks etc



Physical Development cont'd

- Within the classroom setting, there is a malleable area, a painting station, access to art and craft equipment.
- In the outdoor area and Forest school children have access to a mud kitchen. The Forest School environment encourages and promotes balance skills due to uneven terrain and steep slopes.
- The Reception children are included in the weekly timetabled Art of DT lessons in which they are exposed to a variety of skills, techniques and tools that support Fine Motor skills and development.
- Additional therapy/intervention is in place to support any children identified as requiring this.
- **Opportunities for the above in areas of continuous provision.**



Personal, Emotional and Social Development

Personal, Social and Emotional Development

Self-Regulation

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

Managing Self

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

Building Relationships

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

PSED - RE, RSE, PSHE



- ▶ To support children in seeing themselves as a valuable individual we spend time getting to know the children and their family, their likes and dislikes and their culture. We aim to create an environment in which the children can further develop their individual interests.
- ▶ Our environment encourages respectful relationships where children listen to others including adults. Many opportunities through play are given both indoor and outdoor to share and co-operate.
- ▶ Class 1 has a regular routine in the setting, areas and resources are clearly labelled and set up to encourage the children to become independent and organised to be able to follow clear and precise instructions.
- ▶ Through story, planned activities and our RSE curriculum children are encouraged to express their own feelings in addition to being supportive of other people's feelings. The children are provided with vocabulary to support them in describing feelings. Staff and older peers model positive behaviour.



PSED - RE, RSE, PSHE cont'd

- ▶ Children have the opportunity both in the classroom and in assemblies to share and talk about their achievements. Children can bring achievements in from their life beyond school. Use of Class Dojo sets clear expectations and supports the celebration of achievements in the class and with Parents/Carers.
- ▶ Use of the Restorative Approach to Behaviour a whole School approach is used with Reception children, examples of behaviours are shared in stories and support/strategies (work with the Ed Psy team) is provided to allow children to calm down when frustrated.
- ▶ Children are given opportunities to explain to others how they solved a problem, adults will model this to support their vocabulary development.



PSED - RE, RSE, PSHE cont'd

- ▶ Children are supported in managing their personal hygiene. This is communicated by adults having high expectations ie. Handwashing routines when and why
- ▶ As Reception children take part in RSE and Science lessons they are exposed to making their own decisions about healthy food choices, the importance of exercise and sleep in their routine.
- ▶ Separately planned lessons about oral hygiene.
- ▶ Through RSE lessons the children are taught about keeping safe ie as a pedestrian and also about the amount of screen time the children have in their daily routine.
- ▶ **Opportunities for the above in areas of continuous provision.**



Expressive Art and Design

Expressive Arts and Design

Creating with Materials

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

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Expressive Art and Design



- ▶ Children can develop their own artistic affects by colour mixing in the paint station (guidance given where necessary)
- ▶ The children can work with a range of materials both in the areas and as part of their inclusion in the D&T lessons this also exposes the children to problem solving through evaluating their work or working with their older peers to overcome problems or find solutions.
- ▶ Reception children are exposed to a large variety of art techniques both in the areas but also as part of their inclusion in the Art lessons.
- ▶ In noticing features in the natural world and being able to talk about them and describe them, the children take part in Forest School and in their art lessons that includes aspects of the natural world. The children look at shapes, textures, colours.
- ▶ Where possible visits to galleries and museums are planned. Artists are studied in the weekly art lessons. Children's work is celebrated and displayed.

Expressive Art and Design - Music



- ▶ Music is a thread across all subjects in addition to a short dedicated music lesson. The children are exposed to new musical words and a variety of music styles from across the world.
- ▶ Children are encouraged to listen to music and discuss it to include their thoughts feelings likes dislikes and feelings linked to it. When listening the children are encouraged to listen for changes and patterns in a longer piece of music.
- ▶ Children attend pantomimes as part of the audience they also attend festivals of dance at local secondary settings.
- ▶ To support those children who enjoy performing both indoor and outdoor the children have access to costumes and props to support this. Props are provided to encourage a use of imagination and create stories around their performance. In group performances with guidance initially children decide on their roles.



Expressive Art and Design - Music

- ▶ Children take part in singing through the timetabled music session or when singing songs or rhymes in other lessons and activities. During singing children are encouraged to change their voices, their speed their pitch, sing songs with and without words, take part in call and response to support the children in echoing phrases. In whole school assembly the children are taught new songs gradually.
- ▶ In daily regular wake-up movement time the children replicate choreographed dances including pop songs as well as traditional songs.
- ▶ Through use of instruments children can create their own music/songs/dances.
- ▶ Through dedicated music sessions and throughout other learning opportunities, children become aware of keeping a steady beat, tap rhythms to words, respond to changes in pulse.
- ▶ **Opportunities for the above in areas of continuous provision.**