

# EYFS

## Specific Areas

### Develop ways to express ourselves

Play instruments with increasing control

Sing the pitch of a tone sung by another person (pitch match)

Listen with increased attention to sounds

Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear etc.

Join different material and explore different textures

Start to develop pretend play, pretending that one object represents another e.g. holds wooden block to ear and pretend it's a phone

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools

Start to make marks intentionally

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs

Remember and sing entire songs

Explore colour and colour-mixing

Create closed shapes with continuous lines and begin to use these shapes to represent objects

Explore different materials, using all their senses to investigate them, manipulate and play with different materials

Enjoy and take part in action songs such as Twinkle Twinkle Little Star

Explore a range of sound makers and instruments and play them in different ways

Make rhythmical and repetitive sounds

Show interest in different occupations

Plant seeds and are for growing plants

Begin to understand the need to respect and care for the natural environment and all living things

Show attention to sounds and music

Move and dance to music

Explore their voices and enjoy making sounds

Join with songs and rhymes, making some sounds

### EXPRESSIVE ARTS AND DESIGN

Talk about what they see using a wide vocabulary

Explore how things work

Understand the key features of the life cycle of a plant and an animal

### Experience the world around us

Respond emotionally and physically to music when it changes

Anticipate phrases and actions in rhymes and songs like "pepo"

Use all their senses in hands-on exploration of natural materials

Explore collections of materials with similar and/or different properties

Explore and respond to different natural phenomena in their setting and on trips

Repeat actions that have an effect

Understand the "one more than/one less than", relationship between consecutive numbers

Link the number symbol (numeral) with its cardinal number value

Begin to describe a sequence of events, real or fictional, using words such as "first", then



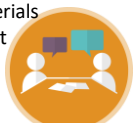
### UNDERSTANDING THE WORLD

Notice differences between people

Make connections between the features of their family and other families

Explore natural materials, indoors and outside

Explore materials with different properties



### Develop fundamental Maths skills

Count beyond 10

Count objects actions and sounds

Extend and create ABAB patterns – stick, leaf, stick, leaf

Compare sizes weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy

Notice patterns and arrange things in patterns

Say one number for each item in order – 1,2,3,4,5

Link numerals and amounts e.g. showing the right number of objects to match the numeral up to 5

Talk about explore 2D and 3D shapes (e.g., circles, rectangles, triangles, and cuboids), using informal and mathematical language – sides, corners, straight, flat, round

Make comparisons between objects relating to size, length, weight and capacity



### MATHS

Build with a range of resources

Climb and squeeze themselves into different types of spaces

React to changes of amount in group of up to 3 items

Combine objects like stacking blocks and cups, put objects inside others and take them out again

Write some of all of their name

Write some letters accurately

Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page writing "M" for Mummy

Develop their phonological awareness so they can, spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother

Count in everyday contexts sometimes skipping numbers 1,2,4,5

Develop counting like behaviour e.g. making sounds, pointing or saying some numbers in sequence

Take part in fingers rhymes with numbers

Develop play around favourite stories using props

### Develop a lifelong love of reading and build early writing skills

Understand print has meaning, has different purposes, we read English from left to right and top to bottom, name different parts of book and sequencing



Pay attention and respond to the pictures or the words

Have favourite books and seek them out to share with an adult, with another child or to look at alone

Ask questions about the book, makes comments and shares their own idea

Notice some print, such as the first letter of their name, a bus, door number of familiar logo

Add some marks to their drawings which they give meaning to e.g. that says mummy

Make marks on their picture to stand for their name

Enjoy sharing books with an adult

Say some of the words in songs and rhymes

Enjoy songs and rhymes, tuning in and paying attention

Sing songs and say rhymes independently, e.g. singing whilst playing.

Copy finger movements and other gestures

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo

### LITERACY

