



Our EYFS curriculum is built around 7 areas of learning:



1. Communication and Language
2. Personal, emotional and social development
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

By the time our children finish the Early Years Foundation Stage we want them to achieve the best outcomes to enable them to thrive in Key Stage 1 and beyond.



WHAT IS THE EYFS?

The anagram EYFS stands for Early Years Foundation Stage

At St Oswalds CofE Academy the EYFS describes pupils in the Nursery and Reception Classes.

The EYFS curriculum at St Oswalds C of E Academy is underpinned by a play-based approach where children have access to all areas of learning within the classroom and in the outside learning area. Children will engage in self-chosen activities as well as carefully planned adult directed sessions. The curriculum is based around carefully chosen topics which skilfully links all 7 areas of learning and development. Additionally, the teaching team are responsive to emergent interests and curiosities which feed into the learning and activities in class. The children are continually observed and assessed by the EYFS team so that each individual is supported to thrive. The [Early Years Foundation Stage \(EYFS\) statutory framework](#) sets the standards that we must meet to ensure that our children learn & develop well, are healthy & safe and are ready for school.

By the time our children finish the Early Years Foundation Stage we want them to demonstrate that they have achieved the ELGs by being able ...



Communication and Language

- ✓ To talk confidently to adults and peers in well-formed sentences about their learning and interests
- ✓ Use talk to interact and negotiate as part of extended conversations
- ✓ To ask questions to find out more and express own point of view
- ✓ To use an increasingly diverse range of vocabulary in meaningful contexts
- ✓ To use a range of language structures
- ✓ To actively join in with stories and retell known stories and rhymes
- ✓ To engage in back-and-forth conversations using the correct tenses
- ✓ To develop an increasing confidence to share learning with others, including a range of audiences

Skills – interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings

Personal, Emotional and Social Development



- ✓ To know how to be a good friend and take turns
- ✓ To look after and share resources and work as a team to tidy away
- ✓ To be independent and challenge themselves, know about goals and how to set them
- ✓ To understand and follow school rules to keep themselves and others safe
- ✓ To manage their own personal hygiene
- ✓ To know how to be healthy and look after their bodies
- ✓ To learn how to manage new situations, people and ideas with courage and interest
- ✓ To focus attention in a range of situations
- ✓ Name feelings and emotions and self-regulate emotions
- ✓ Show an ability to follow instructions involving several ideas or actions.

Skills – communicate feelings and emotions, form relationships with others, cooperate, negotiate, set goals, persist, wait, focus attention, manage own needs, self-regulate



Physical Development

- ✓ To be able to get changed for PE independently
- ✓ To be able to engage in team games demonstrating ball skills
- ✓ To be able to demonstrate developed balance and co ordination
- ✓ To move in a variety of ways and negotiate space
- ✓ To be able to ride a range of bikes and scooters
- ✓ To be able join a sequence of movements to be able to perform a simple dance
- ✓ To be able to say how to keep themselves healthy and happy
- ✓ To describe the effects of exercise and an active and healthy lifestyle on their bodies
- ✓ To be able to hold a pencil using a tripod grip
- ✓ To draw pictures including people and landscapes with added detail
- ✓ To be able to use cutlery effectively
- ✓ To be able to use scissors and other tools effectively and safely

Skills – control, confidence, fine motor skills, gross motor skills, core strength, co-ordination, positional and spatial awareness



Literacy

- ✓ To read their phonics books with fluency and expression and talk about what they have read, asking appropriate questions
- ✓ To be able to decode unfamiliar words with confidence
- ✓ To know that they can retrieve information from books
- ✓ To enjoy reading and listening to stories for pleasure
- ✓ To know the characters and settings from a range of familiar stories
- ✓ To begin to be able to make predictions of what might happen in a story
- ✓ To retell familiar stories in the right order including key vocabulary
- ✓ To be confident to 'have a go' at writing words that cannot be phonetically decoded
- ✓ To write simple sentences and phrases which can be read by themselves and others

Skills – comprehension of language, spoken and written, recognising rhyme, repetition, alliteration, oral blending and segmenting, fluency in reading and decoding, fine motor skills for writing, composition, transcription, re reading for meaning



MATHEMATICS

- ✓ To confidently count to 20 and beyond
- ✓ To match numerals with number values and write numbers to 10
- ✓ To be able to count by subitising and using 1-1 correspondence
- ✓ To have an in-depth knowledge of numbers to 10, including number bonds, odd and even numbers and doubles
- ✓ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- ✓ To name 2D and 3D shapes and to make patterns
- ✓ To be able to have a go at solving mathematical problems and not to be afraid to make mistakes
- ✓ To be able to explain their mathematical thinking and ideas using mathematical language and concepts
- ✓ To know the days of the week, months of the year and the seasons
- ✓ To be able to simply compare the weight, length and capacity of an object
- ✓ To know we use money to buy things and to have an idea of it's importance in everyday life

Skills – counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking

UNDERSTANDING THE WORLD



- ✓ To know about St Oswald's CofE Academy and the local area
- ✓ To draw a simple map of places that they know
- ✓ To Explain some similarities and differences between the natural world around them
- ✓ To know about cultures and traditions from other countries
- ✓ To understand that people have different values and beliefs and be respectful of these
- ✓ To know some Christian values, stories and traditions and why they are important
- ✓ To know about other religions such as Hinduism
- ✓ To talk about their past using appropriate vocabulary and talk about how life has changed from when their parents/grandparents were little
- ✓ To talk about sequences such as the school day and be able to sequence stories
- ✓ To observe and comment on the differences in the seasons and weather and compare to other hot and cold countries
- ✓ To carry out simple scientific investigations to answer a question and understand some important processes and changes
- ✓ To explore a range of materials and states of being and say how they have changed over time
- ✓ To understand how plants and animals change over time and understand what they need to grow
- ✓ To begin to understand and ask questions about our natural world

EXPRESSIVE ART AND DESIGN



- ✓ To know how to mix primary colours to make secondary colours
- ✓ To make detailed observational drawings and paintings of people, landscapes and animals
- ✓ To select the appropriate tools and materials required for given tasks
- ✓ To be inspired by famous artists and have opportunity to explore techniques and effects
- ✓ To make a model using malleable materials such as clay
- ✓ To know how to join materials such as paper card and junk model materials
- ✓ To be able to design, plan and make a model using construction or junk modelling materials
- ✓ To be able to confidently sing a range of familiar songs and nursery rhymes
- ✓ To be able to keep a beat by clapping and using musical instruments
- ✓ To be able join a sequence of movements to be able to perform a simple dance routine
- ✓ To engage in creative role play and small world play using props to act out their own and familiar stories