

Aston-by-Sutton Primary School - EYFS Curriculum

PRIME AREAS

LANGUAGE & COMMUNICATION	
LISTENING, ATTENTION AND UNDERSTANDING	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>I can understand how to listen carefully and why listening is important.</li> <li>I can learn new vocabulary.</li> <li>I can listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>I can engage in non-fiction books.</li> <li>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>I can make comments about what I hear and ask questions to clarify my understanding.</li> <li>I can hold a conversation when engaged in back and forth exchanges with my teachers and peers.</li> </ul>
UNDERSTANDING	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>I can understand a range of complex sentence structures including negatives, plurals and tense markers.</li> <li>I can begin to understand humour e.g. nonsense rhymes, jokes.</li> <li>I am able to follow a story without pictures or props.</li> <li>I can listen and respond to ideas expressed by others in conversation or discussion.</li> <li>I can understand questions such as who; why; when; where and how.</li> </ul>	See above / No ELG
SPEAKING	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>I can use new vocabulary throughout the day</li> <li>I can ask questions to find out more and to check that I understand what has been said to me</li> <li>I can articulate my ideas and thoughts in well-formed sentences</li> <li>I can connect one idea or action to another using a range of connectives</li> </ul>	<ul style="list-style-type: none"> <li>I can participate in small group, class and one to one discussions, offering my own ideas, using recently introduced vocabulary</li> <li>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>I can express my own ideas and feelings about my experiences using full sentences, including use of past, present and future</li> </ul>

<ul style="list-style-type: none"> <li>• I can use talk to help work out problems and organize thinking and activities and explain how things work and why they might happen</li> <li>• I can engage in story times</li> <li>• I can listen to and talk about stories to build familiarity and understanding</li> <li>• I can retell a story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words</li> <li>• I can use language to imagine and recreate roles and experiences in play situations</li> <li>• I can link statements and stick to a main theme or intention</li> <li>• I can use talk to organize, sequence and clarify thinking, ideas, feelings and events</li> <li>• I can introduce a storyline or narrative into my play</li> </ul>	<p>tenses and making use of conjunctions, with modelling and support from my teacher</p>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

HEALTH & SELF CARE

<p>Reception</p>	<p>End of Reception Early Learning Goals (ELG's)</p>
<ul style="list-style-type: none"> <li>• I can eat a healthy range of foodstuffs and understand the need for variety in food</li> <li>• I can describe a range of different food textures and tastes when cooking and I notice change when they are combined or exposed to hot and cold temperatures</li> <li>• I can describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</li> <li>• I have established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important</li> <li>• I am usually dry and clean during the day</li> <li>• I can show some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>• I can show understanding of the need for safety when tackling new challenges, and consider and manage some risks by taking</li> </ul>	<ul style="list-style-type: none"> <li>• I can manage my own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> <li>• (This is a managing self ELG)</li> </ul>

<p>independent action or by giving a verbal warning to others</p> <ul style="list-style-type: none"> <li>• I can show an understanding of how to transport and store equipment safely</li> <li>• I can practice some appropriate safety measures without direct supervision, considering both benefits and risk of physical experience</li> </ul>	
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SELF-REGULATION	
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Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>• I can understand my own and other people's feelings, offering empathy and comfort</li> <li>• I can talk about my own feelings and other's feelings and behaviour</li> <li>• I can attempt to repair a relationship or situation where they have caused upset and understand how my actions impact on other people</li> <li>• I can seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise</li> <li>• I am aware of behavioural expectations and am sensitive to ideas of justice and fairness</li> <li>• I can seek support and practical help in new situations</li> <li>• I am more able to manage my feelings and tolerate situations in which my wishes cannot be met</li> </ul>	<ul style="list-style-type: none"> <li>• I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</li> <li>• I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</li> <li>• I can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability</li> <li>• to follow instructions following several ideas or actions</li> </ul>

MANAGING SELF	
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Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>• I can manage my own needs</li> <li>• I can recognise that I belong to different communities and social groups and communicates freely about home and community</li> <li>• I can show confidence when speaking to others about their own needs, wants, interests and opinions in familiar groups</li> <li>• I can describe my competencies what I can do well and am getting better at; describing themselves in positive but realistic terms</li> </ul>	<ul style="list-style-type: none"> <li>• I can be confident to try new activities and show independence, reliance and perseverance in the face of challenge</li> <li>• I can explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• I can manage my own basic hygiene and personal needs, including dressing going to the toilet and understanding the importance of</li> <li>• healthy food choices</li> </ul>

<ul style="list-style-type: none"> <li>• I have a clear idea about what I want to do in my play and how I want to go about it</li> <li>• I show confidence in choosing resources and perseverance in carrying out a chosen activity</li> <li>• I am more aware of their relationship with particular social groups and sensitive to prejudice and discrimination</li> </ul>	
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BUILDING RELATIONSHIPS	
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Reception	End of Reception Early Learning Goals (ELG's)
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<ul style="list-style-type: none"> <li>• I can represent and recreate what I have learnt about social interactions from my relationships with close adults, in play and relationships with others</li> <li>• I can develop particular friendships with other children, which help to understand different points of view and to challenge my own and others' thinking</li> <li>• I can be increasingly flexible and cooperative as I am more able to understand other people's needs, wants and behaviour</li> <li>• I can be increasingly socially skilled and I can take steps to resolve conflicts with their children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> <li>• I can be proactive in seeking adult support and I am able to articulate my needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• I can work and play cooperatively and take turns with others</li> <li>• I can form positive attachments to adults and friendships with peers</li> <li>• I can show sensitivity to my own needs and to others' needs</li> </ul>
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PHYSICAL DEVELOPMENT	
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GROSS MOTOR SKILLS	
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Reception	End of Reception Early Learning Goals (ELG's)
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<ul style="list-style-type: none"> <li>• I can choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.</li> <li>• I can jump off an object and land</li> </ul>	<ul style="list-style-type: none"> <li>• I can negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• I can demonstrate strength, balance and coordination when playing.</li> <li>• I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
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<p>appropriately using hands, arms and body to stabilise and balance.</p> <ul style="list-style-type: none"> <li>• I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> </ul>	
FINE MOTOR SKILLS	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>• I can develop my small motor skills so I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• I can show a preference for a dominant hand.</li> <li>• I can begin to use anticlockwise movement and retrace vertical lines.</li> <li>• I can begin to form recognisable letters independently.</li> <li>• I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>• I can hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</li> <li>• I can use a range of small tools including scissors, cutlery and paintbrushes.</li> <li>• I can begin to show accuracy and care when drawing</li> </ul>

SPECIFIC AREAS

LITERACY	
READING - COMPREHENSION	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>• I enjoy and increasing range of print and digital books, both fiction and non-fiction.</li> <li>• I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading.</li> <li>• I can describe main story settings, events and principal characters in increasing detail.</li> <li>• I can re-enact and reinvent stories that I have heard in my play.</li> <li>• I know that information can be retrieved from books, computers and mobile digital devices.</li> <li>• I can recall and discuss stories or information that has been read to me or I have read myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</li> <li>• I can anticipate (where appropriate) key events in stories.</li> <li>• I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
READING - WORD READING	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>• I can begin to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example.</li> <li>• I can begin to develop phonological and phonemic awareness:</li> <li>• I can continue a rhyming string and identify alliteration.</li> <li>• I can hear and say the initial sounds in words.</li> <li>• I can begin to segment the sounds in simple words and blend them together and know which letters represent some of them.</li> <li>• I can start to link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• I can begin to link sounds to some frequently used digraphs e.g. sh, th, ee.</li> <li>• I can read simple phrases and sentences made up of words and letter-sound correspondences.</li> <li>• I can begin to read some high frequency words, and to use developing knowledge of letters and</li> </ul>	<ul style="list-style-type: none"> <li>• I can say a sound for each letter of the alphabet and at least 10 digraphs.</li> <li>• I can read words consistent with my phonic knowledge by sound-blending.</li> <li>• I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</li> </ul>

<p>sounds to read simple phonically decodable words and simple sentences.</p> <ul style="list-style-type: none"> <li>I can include everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.</li> </ul>	
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WRITING	
Reception	End of Reception Early Learning Goals (ELG's)
<ul style="list-style-type: none"> <li>I enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations, and creating my own stories and books with images and sometimes with words, in print and digital formats.</li> <li>I can give meaning to the marks I make as I draw, write, paint and type using a keyboard or touch-screen technology.</li> <li>I can begin to break the flow of speech into words, to hear and say the initial sounds in words and I may start to segment the sounds in words to blend them together.</li> <li>I can start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as my own name.</li> <li>I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</li> <li>If I can write simple sentences I can begin to work on: <ul style="list-style-type: none"> <li>I can re-read my work to check that it makes sense</li> <li>I can use a capital letter and a full stop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can write recognisable letters (lower case and capitals), most of which are correctly formed.</li> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>I can write simple phrases and sentences that can be read by others.</li> <li>I can re-read what I have written to check that it makes sense.</li> <li>I can use a capital letter and full stop when writing a sentence</li> </ul>

MATHEMATICS

NUMBER	
Reception	End of Reception Early Learning Goals (ELG's)
Comparison	<ul style="list-style-type: none"> <li>I have a deep understanding of number to 10, including the composition of each number</li> </ul>

<ul style="list-style-type: none"> <li>• I can use the number names and symbols, when comparing numbers, showing interest in large numbers</li> <li>• I can make estimates of numbers of things, showing understanding of relative size</li> </ul> <p>Counting</p> <ul style="list-style-type: none"> <li>• I enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• I am increasingly confident at putting numbers in order 0 to 10 (ordinality)</li> </ul> <p>Cardinality</p> <ul style="list-style-type: none"> <li>• I can engage in subitising numbers to four and maybe five</li> <li>• I can count out up to 10 objects from a larger group</li> <li>• I can match the numeral with a group of items to show how many there are (up to 10)</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>• I can show an awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• I can begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• In practical activities, I can add one and subtract one with numbers to 10</li> <li>• I can begin to explore and work out mathematical problems, using signs and strategies of my own choices, including (when appropriate) standard numerals, tallies and "+" or "-"</li> </ul>	<ul style="list-style-type: none"> <li>• I can subitise (recognise quantities without counting) up to 5</li> <li>• I can 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.</li> </ul>
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NUMERICAL PATTERNS

Reception	End of Reception Early Learning Goals (ELG's)
<p>Spatial awareness</p> <ul style="list-style-type: none"> <li>• I can use spatial language, including following and giving directions using relative terms and describing what they see from different viewpoints</li> <li>• Investigates turning and flipping objects in order to make shapes fit and create models;</li> </ul>	<ul style="list-style-type: none"> <li>• I can verbally count beyond 20, recognising the pattern of the counting system</li> <li>• I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>



predicting and visualising how the ill look (special reasoning)

- I may enjoy making simple maps of familiar and imaginative environments, with landmarks.

#### Shape

- I can use informal language and analogies (e.g. heart-shapes and hand-shaped leaves, as well as mathematical terms to describe shapes
- I enjoy composing and decomposing shapes, learning which shapes combine to make other shapes
- I can use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

#### Pattern

- Spots patterns in the environment, beginning to identify the pattern "rule"
- I can choose familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.

#### Measures

- I enjoy tackling problems involving prediction and discussion of comparisons of length, weight, capacity, paying attention to fairness and accuracy
- I am becoming familiar with measuring tools in everyday experiences and play
- I can begin to experience measuring time with timers and calendars

- I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### UNDERSTANDING OF THE WORLD

#### PEOPLE, CULTURE AND COMMUNITIES

##### Reception

- I can draw information from a simple map.
- I understand some places are special to members of my community.
- I can recognise that people have different beliefs and celebrate special times in different ways.
- I can recognise some similarities and

##### End of Reception Early Learning Goals (ELG's)

- I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- I know some similarities and differences between different religious and cultural

<ul style="list-style-type: none"> <li>• differences between life in this country and life in other countries.</li> <li>• I know that other children do not always enjoy the same things and I am sensitive to this.</li> </ul>	<p>communities in this country, drawing on my experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• I can 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.</li> </ul>
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THE NATURAL WORLD

<p>Reception</p>	<p>End of Reception Early Learning Goals (ELG's)</p>
<ul style="list-style-type: none"> <li>• I can look closely at similarities, difference, patterns and change in nature.</li> <li>• I know about similarities and differences in relation to places, objects, materials, and living things.</li> <li>• I can talk about the features of my own immediate environment and how environments might vary from one another.</li> <li>• I can make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the natural world around me, making observations and drawing pictures of animals and plants.</li> <li>• I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</li> <li>• I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</li> </ul>

PAST AND PRESENT

<p>Reception</p>	<p>End of Reception Early Learning Goals (ELG's)</p>
<ul style="list-style-type: none"> <li>• I can talk about members of my own immediate family and community.</li> <li>• I can name and describe people who are familiar to me.</li> <li>• I can comment on images of familiar situations in the past.</li> <li>• I can compare and contrast characters from stories, including figures from the past.</li> <li>• I can talk about past and present events</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the lives of people around me and their roles in society.</li> <li>• I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.</li> <li>• I understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

EXPRESSIVE ARTS AND DESIGN

CREATING WITH MATERIALS

<p>Reception</p>	<p>End of Reception Early Learning Goals (ELG's)</p>
<ul style="list-style-type: none"> <li>• I can create collaboratively sharing ideas, resources and skills.</li> <li>• I can make music in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>• I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>

<ul style="list-style-type: none"> <li>• e.g. play with sounds creatively, play along to the beat of the song I am singing or music I am listening to.</li> <li>• I can use increasing knowledge and understanding of tools and materials to explore my interests and enquiries and develop my thinking.</li> <li>• I can develop my own ideas through experimentation with diverse materials e.g. light, projected image, loose parts, watercolours, powder paints to express and communicate my discoveries and understanding.</li> <li>• I can express and communicate working theories, feelings and understanding using a range of art forms e.g. movement, dance, drama, music and the visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share my creations, explaining the process they have used.</li> <li>• I can make use of props and materials when role playing characters in narratives and stories.</li> </ul>
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BEING IMAGINATIVE AND EXPRESSIVE

<p>Reception</p>	<p>End of Reception Early Learning Goals (ELG's)</p>
<ul style="list-style-type: none"> <li>• I can create representations of both imaginary and real-life ideas, events, people and objects.</li> <li>• I can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</li> <li>• I can choose particular movements, instruments/ sounds colours and materials for my own imaginative purposes.</li> <li>• I can use combinations of art forms e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</li> <li>• I can respond imaginatively to art works and objects, e.g. this music sounds like dinosaurs, the sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth.</li> <li>• I can introduce a story line or narrative into my play.</li> <li>• I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• I can invent, adapt and recount narratives and stories with peers and my teacher.</li> <li>• I can sing a range of well-known nursery rhymes and songs.</li> <li>• I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>