

EYFS Curriculum Statements

Taken from *The Statutory Educational Programmes for the Revised EYFS (March 2021)*

and

(Non-Statutory) Development Matters (2020)



PRIME AREA - Communication and Language (links to NC Literacy)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Year Group	Statement
3 and 4 Year olds (Nursery)	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time
	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story
	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
	Use longer sentences of four to six words
	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Observation Checkpoint

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"

Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver."

Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?

Can the child answer simple 'why' questions?

Reception

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Develop social phrases.

Engage in story times

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Early Learning Goal (end of Reception)

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, nonfiction, 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.



PRIME AREA- Personal, Social and Emotional Development (links to NC PHSE)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Year Group	Statement
3 and 4 Year olds (Nursery)	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
	Develop their sense of responsibility and membership of a community
	Become more outgoing with unfamiliar people, in the safe context of their setting.
	Show more confidence in new social situations.
	Play with one or more other children, extending and elaborating play ideas.
	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	Increasingly follow rules, understanding why they are important.
	Do not always need an adult to remind them of a rule.
	Develop appropriate ways of being assertive.
	Talk with others to solve conflicts
	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
	Begin to understand how others might be feeling.
<p>Observation Checkpoint</p> <p>Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?</p> <p>Can the child settle to some activities for a while?</p> <p>Around the age of 4, does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Does the child take part in other pretend play with different roles - being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	
Reception	See themselves as a valuable individual.
	Build constructive and respectful relationships.

	Express their feelings and consider the feelings of others.
	Show resilience and perseverance in the face of challenge.
	Identify and moderate their own feelings socially and emotionally.
	Think about the perspectives of others
	Manage their own needs

Early Learning Goal (end of Reception Year)

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



PRIME AREA- Physical Development (links to NC PE, Science)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Year Group	Statement
3 and 4 Year olds (Nursery)	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
	Go up steps and stairs, or climb up apparatus, using alternate feet.
	Skip, hop, stand on one leg and hold a pose for a game like musical statues.
	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Start taking part in some group activities which they make up for themselves, or in teams.
	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Use a comfortable grip with good control when holding pens and pencils.
	Start to eat independently and learning how to use a knife and fork.
	Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	

	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>
	<p>Make healthy choices about food, drink, activity and toothbrushing.</p>
<p>Observation Checkpoint</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>	
<p>Reception</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:- regular physical activity - sensible amounts of 'screen time'- healthy eating - having a good sleep routine- toothbrushing - being a safe pedestrian</p> <p>Further develop the skills they need to manage the school day successfully:- lining up and queuing - personal hygiene- mealtimes</p>
<p>Early Learning Goal (end of Reception Year)</p> <p>Self-Regulation</p>	

- 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.



SPECIFIC AREA- Literacy (links to NC Literacy- reading and writing)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Year Group	Statement
3 and 4 Year olds (Nursery)	Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom
	Develop their phonological awareness, so that 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
	Engage in extended conversations about stories, learning new vocabulary.
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
	Write some or all of their name.
	Write some letters accurately.
Reception	Read individual letters by saying the sounds for them.
	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
	Read some letter groups that each represent one sound and say sounds for them.
	Read a few common exception words matched to the school's phonic programme.
	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	Form lower-case and capital letters correctly.
	Spell words by identifying the sounds and then writing the sound with letter/s.
	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
	Re-read what they have written to check that it makes sense.
Early Learning Goal (end of Reception Year)	
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.



SPECIFIC AREA- Mathematics (links to NC Maths)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Year Group	Statement
3 and 4 Year olds (Nursery)	Fast recognition of up to 3 objects, without having to count them individually ('subitising').
	Recite numbers past 5.
	Say one number for each item in order: 1,2,3,4,5.
	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
	Show 'finger numbers' up to 5.
	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
	Experiment with their own symbols and marks as well as numerals.
	Solve real world mathematical problems with numbers up to 5.
	Compare quantities using language: 'more than', 'fewer than'.
	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
	Understand position through words alone - for example, "The bag is under the table," - with no pointing.
	Describe a familiar route.
	Discuss routes and locations, using words like 'in front of' and 'behind'.
	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
	Combine shapes to make new ones - an arch, a bigger triangle etc.
	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
	Extend and create ABAB patterns - stick, leaf, stick, leaf.
Notice and correct an error in a repeating pattern.	
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
Reception	Count objects, actions and sounds.
	Subitise.
	Link the number symbol (numeral) with its cardinal number value.
	Count beyond ten.

	Compare numbers.
	Understand the 'one more than/one less than' relationship between consecutive numbers.
	Explore the composition of numbers to 10.
	Automatically recall number bonds for numbers 0-10.
	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
	Continue, copy and create repeating patterns.
	Compare length, weight and capacity.

Early Learning Goal (end of Reception Year)

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.



SPECIFIC AREA- Understanding The World (links to NC Science, History, Geography)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year Group	Statement
3 and 4 Year olds (Nursery)	Use all their senses in hands-on exploration of natural materials.
	Explore collections of materials with similar and/or different properties.
	Talk about what they see, using a wide vocabulary.
	Begin to make sense of their own life-story and family's history.
	Show interest in different occupations.
	Explore how things work.
	Plant seeds and care for growing plants.
	Understand the key features of the life cycle of a plant and an animal.
	Begin to understand the need to respect and care for the natural environment and all living things.
	Explore and talk about different forces they can feel.
	Talk about the differences between materials and changes they notice.
	Continue to develop positive attitudes about the differences between people.
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Talk about members of their immediate family and community.
	Name and describe people who are familiar to them.
	Comment on images of familiar situations in the past.
	Compare and contrast characters from stories, including figures from the past.
	Draw information from a simple map.
	Understand that some places are special to members of their community.
	Recognise that people have different beliefs and celebrate special times in different ways.
	Recognise some similarities and differences between life in this country and life in other countries.
	Explore the natural world around them.
	Describe what they see, hear and feel whilst outside.
	Recognise some environments that are different to the one in which they live.
Understand the effect of changing seasons on the natural world around them.	
Early Learning Goal (end of Reception Year)	

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



SPECIFIC AREA-Expressive Art and Design (links to NC Art, D+T, Music)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Year Group	Statement
3 and 4 Year olds (Nursery)	Take part in simple pretend play, using an object to represent something else even though they are not similar.
	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
	Explore different materials freely, in order to develop their ideas about how to use them and what to make.
	Develop their own ideas and then decide which materials to use to express them.
	Join different materials and explore different textures.
	Create closed shapes with continuous lines, and begin to use these shapes to represent objects
	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
	Use drawing to represent ideas like movement or loud noises.
	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
	Explore colour and colour-mixing.
	Listen with increased attention to sounds.
	Respond to what they have heard, expressing their thoughts and feelings.
	Remember and sing entire songs.
	Sing the pitch of a tone sung by another person ('pitch match').
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Create their own songs, or improvise a song around one they know.	
Play instruments with increasing control to express their feelings and ideas.	
Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Create collaboratively sharing ideas, resources and skills.
	Listen attentively, move to and talk about music, expressing their feelings and responses.
	Watch and talk about dance and performance art, expressing their feelings and responses.

	Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Develop storylines in their pretend play.
	Explore and engage in music making and dance, performing solo or in groups.

Early Learning Goal (end of Reception Year)

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.