

Subject Coverage in the EYFS Curriculum

The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help you to understand how the skills taught across EYFS feed into later learning.

Literacy

	3 & 4-year-olds will be learning to:
Literacy	<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">- 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; writing 'm' for mummy.• Write some or all of their name.• Write some letters accurately.

Mathematics

	3 & 4-year-olds will be learning to:
Mathematics	<ul style="list-style-type: none">• Develop 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'.• Make comparisons between objects relating to size, length, weight and capacity.• 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...'

PSHE

	3 & 4-year-olds will be learning to:
Personal, Social and Emotional Development	<ul style="list-style-type: none">• 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.• 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.• Remember rules without needing an adult to remind them.• Develop appropriate ways of being assertive.• Talk with others to solve conflicts.• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.• Understand gradually how others might be feeling.• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.

History

	3 & 4-year-olds will be learning to:
Maths	<ul style="list-style-type: none">• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding the World	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.• Understand the key features of the life cycle of a plant and an animal.

Geography

	3 & 4-year-olds will be learning to:
Understanding the World	<ul style="list-style-type: none">• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.• Begin to understand the need to respect and care for the natural environment and all living things.

Science

	3 & 4-year-olds will be learning to:
Expressive Arts and Design	<ul style="list-style-type: none">• 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.
Understanding the World	<ul style="list-style-type: none">• 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.

RE

	3 & 4-year-olds will be learning to:
PSED	<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.
Understanding the World	<ul style="list-style-type: none">• Begin to understand the need to respect and care for the natural environment and all living things.• Continue developing positive attitudes about the differences between people.

PE

	3 & 4-year-olds will be learning to:
Physical Development	<ul style="list-style-type: none">• 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.• 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.

Art

	3 & 4-year-olds will be learning to:
Expressive Art and Design	<ul style="list-style-type: none">• 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.• Explore colour and colour mixing.• Show different emotions in their drawings – happiness, sadness, fear etc.

D&T

	3 & 4-year-olds will be learning to:
Expressive Art and Design	<ul style="list-style-type: none">• Explore different materials freely, 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.

Music

	3 & 4-year-olds will be learning to:
Expressive Arts and Design	<ul style="list-style-type: none">• 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.
Physical Development	<ul style="list-style-type: none">• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.