

Subject Specific Learning in the EYFS

This document outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception that are pre-requisite skills for subjects within the National Curriculum.



Speaking

The most relevant statements for spoken language are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World
- Expressive Arts and Design

Listening Skills

| | | | |
|--------------------------|--|--|--|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Start a conversation with an adult or a friend and continue it for many turns. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Listen with increased attention to sounds. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and response. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> • 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. |
| | Personal, Social and Emotional Development | Self-Regulation | <ul style="list-style-type: none"> • 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. |

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Speaking (continued)

| Following Instructions | | | |
|--------------------------------|--|--|--|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." |
| | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. |
| ELG | Personal, Social and Emotional Development | Self-Regulation | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. |
| Asking and Answering Questions | | | |
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> 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?" |
| Reception | Communication and Language | | <ul style="list-style-type: none"> Ask questions to find out more and check they understand what has been said to them. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> 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. |
| | | Speaking | <ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |

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Speaking (continued)

| Drama, Performance and Confidence | | | |
|-----------------------------------|--|----------------------------------|---|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. |
| | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> • Show more confidence in new social situations. • Develop appropriate ways of being assertive. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Create their own songs, or improvise a song around one they know. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasing matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. |
| ELG | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. |
| | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Sings a range of well-known nursery rhymes and songs. • Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |

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Speaking (continued)

| Vocabulary Building and Standard English | | | |
|--|----------------------------|---------------|---|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'. • Use longer sentences of four to six words. |
| | Literacy | | <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. |
| | Understanding the World | | <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • 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. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |

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Speaking (continued)

| Speaking for a Range of Purposes | | |
|----------------------------------|--|--|
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • 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." |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. |
| | Literacy | <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. |
| | Understanding the World | <ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • 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, such as animal sets, dolls and dolls houses, etc. |
| Reception | Communication and Language | <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. |

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| | | | |
|-----|--|--|--|
| | Understanding the World | | <ul style="list-style-type: none"> • Talk about 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. • Describe what they see, hear and feel whilst outside. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their meanings. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| | | Speaking | <ul style="list-style-type: none"> • 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, non-fiction, rhymes and poems where 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. |
| | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |
| | | Word Reading | <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| | Understanding the World | Past and Present | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. |
| | | People, Culture and Communities | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> • Share their creations, explaining the processes they have used. |
| | | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |

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Speaking (continued)

| Participating in Discussion | | | |
|-----------------------------|----------------------------|--|--|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. |
| | Literacy | | <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> 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. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. |
| | | Speaking | <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |

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Reading

Reading: Word Reading

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Phonics and Decoding

| | | | |
|--------------------------|----------|--------------|--|
| Three and Four-Year-Olds | Literacy | | <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother |
| Reception | Literacy | | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. |
| ELG | Literacy | Word Reading | <ul style="list-style-type: none"> • 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. |

Common Exception Words

| | | | |
|-----------|----------|--|---|
| Reception | Literacy | | <ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. |
|-----------|----------|--|---|

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Reading (continued)

| Fluency | | |
|--------------------------|----------|---|
| Three and Four-Year-Olds | 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 can read English text from left to right and from top to bottom the names of 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 words recognise words with the same initial sound, such as money and mother |
| Reception | Literacy | <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
| ELG | Literacy | Reading <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |

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Reading (continued)

Reading: Comprehension

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Understanding and Correcting Inaccuracies

| | | | |
|--------------------------|----------------------------|---|---|
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got sofat?" • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. | |
| | Literacy | <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. | |
| Reception | Communication and Language | <ul style="list-style-type: none"> • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | |
| ELG | Literacy | Comprehension | <ul style="list-style-type: none"> • 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. |

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| Comparing, Contrasting and Commenting | | | |
|---------------------------------------|----------------------------|--|--|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. |
| Reception | Understanding the World | | <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> 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. |
| | | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| Words in Context and Authorial Choice | | | |
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> Use a wider range of vocabulary. |
| | Literacy | | <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |

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Reading (continued)

| Inference and Prediction | | | |
|--------------------------|----------------------------|----------------------------------|--|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. |
| Poetry and Performance | | | |
| Three and Four-Year-Olds | 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. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> 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. 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 and down and up) of familiar songs. Create their own songs, or improvise a song around one they know. |
| Reception | Communication and Language | | <ul style="list-style-type: none"> Engage in storytimes. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. |
| ELG | Literacy | Comprehension | <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. |
| | | Being Imaginative and Expressive | <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. |

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Reading (continued)

| Non-Fiction | | | |
|-------------|----------------------------|---------------|--|
| Reception | Communication and Language | | <ul style="list-style-type: none">Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none">Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |

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Maths

The most relevant statements for mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics

Mathematical Vocabulary

| | | | |
|--------------------------|----------------------------|----------|---|
| Three and Four-Year-Olds | Communication and Language | | <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is so fat?" |
| Reception | Communication and Language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. |
| ELG | Communication and Language | Speaking | <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |

Number and Place Value

Counting

| | | | |
|--------------------------|-------------|--------------------|--|
| Three and Four-Year-Olds | Mathematics | | <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number name 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'). |
| Reception | Mathematics | | <ul style="list-style-type: none"> • Count objects, actions and sounds. • Count beyond ten. |
| ELG | Mathematics | Numerical Patterns | <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. |

Identifying, Representing and Estimating Numbers

| | | | |
|--------------------------|-------------|--------|--|
| Three and Four-Year-Olds | Mathematics | | <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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. |
| Reception | Mathematics | | <ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value. |
| ELG | Mathematics | Number | <ul style="list-style-type: none"> • Subitise (recognising quantities without counting) up to 5. |

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Maths (continued)

| Reading and Writing Numbers | | |
|-----------------------------|-------------|---|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> 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. |
| Reception | Mathematics | <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. |
| Compare and Order Numbers | | |
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. |
| Reception | Mathematics | <ul style="list-style-type: none"> Compare numbers. |
| ELG | Mathematics | Numerical Patterns <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. |
| Understanding Place Value | | |
| Reception | Mathematics | <ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. |
| ELG | Mathematics | Number <ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number. |
| Solve Problems | | |
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. |
| Addition and Subtraction | | |
| Mental Calculations | | |
| Reception | Mathematics | <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-5 and some to 10. |
| ELG | Mathematics | Number <ul style="list-style-type: none"> 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. |
| Solve Problems | | |
| ELG | Mathematics | Numerical Patterns <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. |

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Maths (continued)

| Measurement | | |
|--|-------------|--|
| Describe, Measure, Compare and Solve (All Strands) | | |
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. |
| Reception | Mathematics | <ul style="list-style-type: none"> • Compare length, weight and capacity. |
| Telling the Time | | |
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...' |

| Properties of Shapes | | |
|---|-------------|--|
| Recognise 2D and 3D Shapes and their Properties | | |
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> • 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'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. |
| Reception | Mathematics | <ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. |
| Compare and Classify Shapes | | |
| Reception | Mathematics | <ul style="list-style-type: none"> • Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. |

Subject Specific Learning in the EYFS

This document outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception that are pre-requisite skills for subjects within the National Curriculum.



Position and Direction

Position, Direction and Movement

| | | |
|--------------------------|-------------------------|--|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> 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’. |
| Reception | Understanding the World | <ul style="list-style-type: none"> Draw information from a simple map. |

Patterns

| | | |
|--------------------------|-------------|--|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> Talk about and identify 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. |
| Reception | Mathematics | <ul style="list-style-type: none"> Continue, copy and create repeating patterns. |

Statistics

Record, Present and Interpret Data

| | | |
|--------------------------|-------------|---|
| Three and Four-Year-Olds | Mathematics | <ul style="list-style-type: none"> Experiment with their own symbols and marks, as well as numerals. |
|--------------------------|-------------|---|

Subject Specific Learning in the EYFS

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Art

The most relevant statements for art are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

| | | | |
|--------------------------|----------------------------|-------------------------|--|
| Three and Four-Year-Olds | Physical Development | | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • 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. |
| | 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. • 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. |
| Reception | Physical Development | | <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • 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. |
| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> • 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. |

Subject Specific Learning in the EYFS

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Design Technology

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

| | | | |
|--------------------------|--|-------------------------|---|
| Three and Four-Year-Olds | 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. |
| | Physical Development | | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. |
| | Understanding the World | | <ul style="list-style-type: none"> • Explore how things work. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. |
| Reception | Physical Development | | <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. |
| | Expressive Arts and Design | | <ul style="list-style-type: none"> • 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. |
| ELG | Physical Development | Fine Motor Skills | <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. |
| | Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> • 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. |

Subject Specific Learning in the EYFS

This document outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception that are pre-requisite skills for subjects within the National Curriculum.



Geography

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

| | | | |
|--------------------------|-------------------------|---------------------------------|---|
| Three and Four-Year-Olds | Mathematics | | <ul style="list-style-type: none"> • 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’. |
| | Understanding the World | | <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Reception | Understanding the World | | <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. |
| ELG | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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 | <ul style="list-style-type: none"> • 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 processes and changes in the natural world around them, including the seasons. |

Subject Specific Learning in the EYFS

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History

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

| | | | |
|--------------------------|-------------------------|------------------|--|
| Three and Four-Year-Olds | Understanding the World | | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. |
| Reception | Understanding the World | | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. |
| ELG | Understanding the World | Past and Present | <ul style="list-style-type: none"> • Talk about the lives of 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. |

Subject Specific Learning in the EYFS

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Music

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

| | | | |
|--------------------------|----------------------------|---|--|
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> • Sing a large repertoire of songs. | |
| | Physical Development | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. | |
| | 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. | |
| Reception | Communication and Language | <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. | |
| | Physical Development | <ul style="list-style-type: none"> • Combine different movements with ease and fluency. | |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. | |
| ELG | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • 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. |

Subject Specific Learning in the EYFS

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PE

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

| | | |
|--------------------------|--|---|
| Three and Four-Year-Olds | 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. |
| | 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. • Increasingly able to use and remember sequences and patterns of music that 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. • 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. |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. |

Subject Specific Learning in the EYFS

This document outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception that are pre-requisite skills for subjects within the National Curriculum.



PE (continued)

| | | |
|-----------|--|---|
| Reception | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Manage their own needs. <ul style="list-style-type: none"> -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> -regular physical activity |
| | Physical Development | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. |
| | Expressive Arts and Design | <ul style="list-style-type: none"> • 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. • Explore and engage in music making and dance, performing solo or in groups. |

Subject Specific Learning in the EYFS

This document outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception that are pre-requisite skills for subjects within the National Curriculum.



PE (continued)

| | | | |
|-----|--|----------------------------------|--|
| ELG | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a 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. |
| | | Building Relationships | <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. |
| | Physical Development | Gross Motor Skills | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| | Expressive Arts and Design | Being Imaginative and Expressive | <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

Subject Specific Learning in the EYFS

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PSHE

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

| | | |
|--------------------------|--|---|
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. |
| | 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. • 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. • 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. |

Subject Specific Learning in the EYFS

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PSHE (continued)

| | | |
|------------------------------------|--|--|
| Three and Four-Year-Olds Continued | Physical Development | <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. |
| | Understanding the World | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing 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 | Communication and Language | <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian |
| | Physical Development | <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes |
| | Understanding the World | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. |

Subject Specific Learning in the EYFS

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PSHE (continued)

| | | | |
|-----|--|--|---|
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. |
| | | Speaking | <ul style="list-style-type: none"> • 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. |
| | Personal, Social and Emotional Development | Self-Regulation | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. |
| | Physical Development | Gross Motor Skills | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. |
| | Understanding the World | Past and Present | <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. |

Subject Specific Learning in the EYFS

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RE

The most relevant statements for RE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

| | | | |
|--------------------------|--|------------------------|--|
| Three and Four-Year-Olds | Personal, Social and Emotional Development | | <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"> • Continue to develop positive attitudes about the differences between people. |
| Reception | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. |
| | Understanding the World | | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. |
| ELG | Personal, Social and Emotional Development | Building Relationships | <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. |
| | Understanding the World | Past and Present | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| | | People and Communities | <ul style="list-style-type: none"> • 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. |

Subject Specific Learning in the EYFS

This document outlines the most relevant statements from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception that are pre-requisite skills for subjects within the National Curriculum.



Science

The most relevant statements for science are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Understanding the World

| | | |
|--------------------------|--|--|
| Three and Four-Year-Olds | Communication and Language | <ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" |
| | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing. |
| | Understanding the World | <ul style="list-style-type: none"> • 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. • 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. |
| Reception | Communication and Language | <ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. |

Subject Specific Learning in the EYFS

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Science (continued)

| | | | |
|---------------------|--|--|--|
| Reception Continued | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian |
| | Understanding the World | | <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel while they are 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. |
| ELG | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. |
| | Personal, Social and Emotional Development | Managing Self | <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| | Understanding the World | The Natural World | <ul style="list-style-type: none"> • 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 processes and changes in the natural world around them, including the seasons and changing states of matter. |