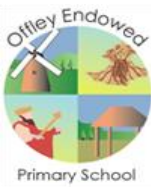






## Communication and Language

- Develop conversation, often jumping from topic to topic.
- ♥ Develop pretend play such as 'putting the baby to bed'.
- Identify familiar objects and properties when they are described.
- Understand and act on longer sentences like 'find your coat'.
  
- Build vocabulary
- ♥ Begin to say how they are feeling.
- 📖 Listen to simple stories and understand what is happening, with the help of pictures.
- Understand simple questions about 'who', 'what' and 'where'.
- Understand a question or instruction that has two parts.
- 📖 Talk about familiar books and stories.
- Use longer sentences of four to six words.
  
- Use a wider vocabulary.
- 📖 Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Develop communication and be able to express themselves but may still use irregular tenses and plurals such as 'runned' for 'ran'
- Start a conversation with an adult or friend and continue it for many turns.
  
- 🎵 To know many rhymes.
- ♥ Express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
- Use talk to organise themselves and their play.
- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- 📖 Begin to retell stories
  
- 📖 Talk about stories to build familiarity and understanding.
- Use new vocabulary throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
- 🎵 Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen attentively and respond with relevant questions, comments and actions.
- 📖 Engage in non-fiction books, discussing what they are learning about.
- 🎵 Learn rhymes, songs and poems
- ♥ Develop social phrases
  
- 📖 Retell a story, some as exact repetition and some in their own words.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events using detail, using multiple sentences and adjectives
- Connect one idea to another using a range of connectives
- 🔍 Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Use new vocabulary in different contexts
- 📖 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Ask questions to clarify understanding.
- Use past, present and future tenses largely correctly.
- Articulate and justify answers, arguments and opinions.

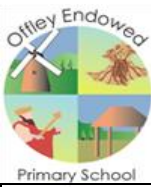


## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Safely explore emotions beyond their normal range through play and stories.
- To begin to develop their sense of responsibility and membership of a community.
- Increasingly follow rules.
- Select and use activities and resources with support.
- To begin to be aware of the differences and similarities between themselves and others.
- Begin to learn about ways to keep themselves safe by learning they can speak to a trusted adult if worried.
  
- Know why rules are important.
-  Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried', and 'excited'.
- To develop friendships with other children.
- To play with one or more children, extending and elaborating play ideas.
- Notice differences, such as skin colour, types of hair, gender, needs and abilities.
- Select and use activities and resources to help them achieve a goal that is chosen or one which is suggested for them with support.
- Begin to learn about ways to keep themselves safe through passenger safety.
  
-  Talk about feelings in more elaborate ways such as, 'I'm sad because...'
- Become more outgoing with unfamiliar people in the safe context of the setting.
- Show more confidence in new social situations.
- Remember rules and not always need an adult to remind them of a rule.
- To talk about differences, such as ethnicity, gender, needs and abilities.
-  Develop appropriate ways of being assertive.
-  Talk with others to try to solve disagreements.
- Select and use resources with support when necessary.
  
- Select and use resources independently.
- Develop their sense of responsibility and membership of a community.
- Begin to find solutions to conflicts and rivalries.
- Begin to understand how others might be feeling.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Know the class and school rules and why we have them.
- Manage their own basic hygiene needs.
- Work towards simple goals that are chosen by themselves or suggested for them.
- Know ways to keep themselves safe through protective behaviours by completing a network hand with support to identify adults they can speak to if worried.
  
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Understand why we have rules and the consequences of behaviours.
- Independently work towards simple goals they have chosen.
- Manage their own needs including getting changed independently.
- Know and understand ways to keep themselves safe through road safety awareness.
- Know that everyone should be treated equally
  
- Show resilience and perseverance in the face of challenge.
- Think about the perspective of others.
- Show understanding of their own feelings and those of others and regulate their behaviour accordingly.
- Set own goals and achieve them but also be able to say what they might change if they were to repeat them.
- Be knowledgeable about the choices they can make to keep themselves safe and to get help if they need it.



































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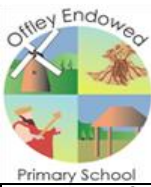
## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE

- Know when and how to stand up for themselves appropriately.
- Be respectful of the differences between people such as ethnicity, gender, needs and abilities.
- Know that all people, regardless of ethnicity, gender, special needs and disability have the right to equal opportunities and aspirations.














### Physical Development

-  Walk, jump, run and climb.
-  Explore different tools and materials.
-  Sit on a push along wheeled toy, begin to use a scooter or ride a tricycle.
-  Begin to use large scale movements to do things independently such as put on coats and wellington boots.
-  Use large-muscle movements to wave flags and streamers, paint and make marks.
-  Begin to learn about healthy choices that they can make to keep themselves well including washing hands and getting plenty of sleep.
  
-  Go up steps and stairs using alternate feet or climb apparatus.
-  Ride scooters, trikes and supported bikes.
-  Send balls by rolling and throwing.
-  Match their developing physical skill to tasks and activities e.g. decide to crawl, walk or run across a plank depending on its length and width.
-  Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel.
-  Collaborate with others to manage large items such as a long plank.
-  Use small scale movements to use one-handed tools and equipment, for example, making snips in paper with scissors, using pencils, crayons and brushes to make a picture.
-  Begin to learn healthy choices they can make about the food they eat, drink, physical activity and toothbrushing (twice a day).
  
-  Use a comfortable grip with good control when holding pens and pencils.
-  Show preference for a dominant hand.
-  Be secure in their use of one-handed tools such as brushes and toy hammers.
-  Largely eat independently using a knife and fork and practise cutting ingredients with a knife.
-  Be increasingly independent when putting on coats and getting ready to go outside.
-  Be increasingly independent in meeting their own care needs e.g. using the toilet and washing and drying hands thoroughly.
-  Skip, hop, stand on one leg and hold a pose.
-  Be increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.
-  Start taking part in some group activities which they make for themselves, or in teams.
-  Observe and help with the use of tools to prepare ingredients for a healthy meal.
-  Begin to know some healthy choices they can make to keep themselves healthy and well – plenty of physical activity, food and drink choices including learning the importance of lots of fruit and vegetables and oral health including brushing teeth at least twice a day for two minutes and visiting the dentist.
  
-  Be increasingly independent as they get dressed and undressed.
-  Manage their own basic hygiene and personal needs.
-  Safely use a range of apparatus -mount, travel along, under and over and dismount safely.
-  Throw, aim and catch a ball.
-  Use scissors safely and independently.
-  Know different factors that support their overall health and wellbeing in relation to regular sleep and a sleep routine and good hygiene practises to prevent the spreading of germs and keeping clean.
  
-  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
-  Aim, kick, pass and begin to dribble a ball.
-  Confidently use a range of apparatus – build a sequence with start, middle and end.

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



## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE

-  Develop overall strength, co-ordination, balance and agility to engage in future PE and other physical disciplines.
-  Use scissors confidently and competently.
-  Know and talk about the different factors that support their overall health and wellbeing including regular physical exercise and healthy eating through a varied diet.
  
-  Develop the foundations of a handwriting style which is fast, accurate and efficient.
-  Develop and perform a gymnastic sequence.
-  Progress towards a more fluent style of moving, with developing control and grace.
-  Combine different movements with ease and fluency.
-  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball including hitting and batting.
-  Begin to develop a range of athletic skills and participate in competition and team games.
-  Display precision when using small tools, including, hammers, scissors and cutting with a knife.
-  Show high levels of care and accuracy when drawing.
-  Use tools independently to prepare ingredients to make a healthy meal.
-  Be knowledgeable about the choices they can make to support their health and well-being - healthy eating through a balanced diet, plenty of exercise to raise heart rate and strengthen muscle, oral hygiene including how food and drink affect teeth, mental health including limiting screen time and spending time outdoors in nature.



## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE

### Literacy

-  Begin to sing songs and rhymes independently, for example singing whilst playing.
- Enjoy sharing books with an adult.
- Enjoy mark making and drawing freely (including pre-writing).
- Begin to understand the five concepts about print: print has meaning and print can have different purposes and page sequencing.
- Explore different sounds to develop phonological awareness.
  
-  Sing songs and rhymes.
- Pay attention and respond to pictures or words in books.
- Have favourite books and seek them out to look at and/or share.
- Repeat words and phrases from familiar stories
-  Engage in conversations about stories.
- Develop play around favourite stories using props.
- Develop understanding of the five concepts about print: the names of the different parts of a book (cover, author, illustrator, back cover, page, blurb, illustrations/pictures, text/writing).
- Make marks on their picture to stand for their name.
- Develop their phonological awareness by spotting and suggesting rhymes and recognising words with the same initial sound.
  
- Enjoy listening to longer stories and remember much of what happens.
- Begin to engage in extended conversations about stories, learning new vocabulary.
- Secure understanding of the five concepts about print: we read English text from left to right and from the top to bottom.
- Notice the words and the spaces between them.
- Add marks or letter like shapes to their drawings to which they give meaning e.g. "That says mummy."
- Write some of their name.
- Develop oral blending and segmenting of sounds in words.
- Learn s,a,t,p,i,n GPCs.
  
-  Engage in extended conversations about stories, learning new vocabulary.
- Write all of their name.
- Begin to write some letters accurately.
- Use some of their print and letter knowledge in their early writing.
- Read most individual letters by saying the sounds for them.
- Begin to blend sounds into words to read CVC words made up of letter-sounds correspondences.
  
- Confidently engage in extended conversations about stories, learning new vocabulary.
- Write all of name correctly.
- Develop writing lower-case letters accurately.
- Confidently blend sounds into words to read CVC words.
- Read simple phrases and sentences made up of known sounds and known common exception words.
- Read some letter groups (digraphs and trigraphs) that each represent one sound.
- Begin to spell words by identifying the sounds and then writing the sound with letters.
- Anticipate key events in stories and make predictions.
  
- Read accurately levelled books confidently and fluently with understanding.
- Form lower-case and capital letters correctly.
- Know a grapheme representation for each sound in the English language system.
- Spell words confidently by identifying the sounds and then writing the sounds with letters.
- Write short sentences using a capital letter and full stop which can be read by others.
- Re-read what they have written to check it makes sense.







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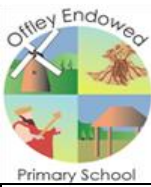


## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE


- Begin to sequence sentences to form a short narrative.
- Understand which letters belong to which handwriting families.
- Make simple inferences based on what is happening in a text.

## Mathematics

- Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.
  - Recite numbers up to 5.
  - Play with items that have number patterns to begin an awareness for future subitising.
  - Complete inset puzzles.
  - Build with a range of 2D and 3D shapes.
  - Talk about and explore 2D shapes using informal and mathematical language.
  - Talk about and identify the patterns around them such as stripes on clothes using informal language such as ‘spotty’ or ‘blobs’.
  - Notice patterns and begin to arrange things in patterns such as repeated patterns
- 
- Say one number for each item in order: 1,2,3,4,5.
  - Recite numbers past 5
  - Fast recognition of up to 3 objects without have to count them individually (subitising).
  - Know the cardinal principle that the last number reached when counting a group of objects is the amount.
  - Show ‘finger numbers’ up to 5.
  - Link numerals and amounts up to 5 – showing the right number of objects to match the numeral.
  - Make comparisons between two objects relating to size, length, weight and capacity using language such as big, small, long, tall, short, heavy, light, full, empty, +er.
  -  Begin to describe a sequence of three events real or fictional using language such as ‘first’, ‘then’ etc with support.
- 
- Experiment with their own symbols and marks as well as numerals.
  - Recite numbers to 10.
  - Count accurately to 5.
  - Solve real world mathematical problems with numbers up to 5.
  - Compare quantities using language: ‘more than’, ‘less than.’
  - Name 2D shapes: square, triangle, circle, rectangle.
  - Talk about and explore 3D shapes using informal language and some mathematical language such as straight, flat, curved.
  - Continue a repeating ABAB pattern.
  -  Understand position through words alone.
  -  Describe a familiar route using everyday language.
  -  Describe locations using words like ‘in front of’ and ‘behind’.
  -  Recognise language relating to days of the week and months and seasons.
- 
- Count to 20.
  - Count objects, actions and sounds accurately to 10.
  - Subitise to 5.
  - Link the number symbol (numeral) with its cardinal number value to 10.
  - Combine shapes to make new ones.
  - Select shapes appropriately for models or creations.
  - Talk about and explore 2D and 3D shapes using mathematical language.
  - Notice and correct an error in an ABAB or ABCABC repeating pattern.
  - Continue and copy ABC patterns and create ABAB patterns.
- 
- Count objects, actions and sounds accurately to 20.
  - Count beyond 20 recognising the pattern of the counting system.
  - Link the number symbol (numeral) with its cardinal number value up to 20.
  - Compare numbers and amounts using language such as, ‘more than’, ‘less than’, ‘fewer than’, ‘the same as’, ‘equal to’.
  - Understand the one more/one less than relationship between consecutive numbers.
  - Explore the composition of numbers to 10.
  -  Describe a sequence of 5 events, real or fictional, using words such as ‘first’, ‘then’ etc



## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE

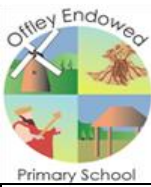
- Compare size, length and weight using comparative language such as 'heavier than' and 'est' words. To compare capacity increase vocabulary to include 'half full' and 'nearly empty' and 'nearly full.'
-  Understand and use language relating to days of the week, months, seasons and dates.
- Tell time to the hour and draw hands on a clock face to show these times.
- Automatically recall number bonds for numbers 0-10, including double facts.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
- Count to 100, across 100 and count forwards or backwards from a given number using 100 squares and tracks.
- Begin to count in 2s and 10s.
- Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
- Recognise and write numbers to 20 and mathematical statements including addition and subtraction using numbers up to 10.

### Understanding the World

This EYFS sequence of skills has been linked closely to the whole school curriculum. Please see Appendix 1 for how the areas of learning link to National Curriculum subjects and which subject is represented by the symbol where a closely linked prerequisite skill has been demonstrated.

## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE







































- ♥ 👤 Make connections between the features of their family and other families.
- ♥ 👤 Know that they are part of our school community.
- ♥ Show interest in different occupations.
- 🔍 Use all of their senses in hands on exploration of natural materials.
- 🔍 Explore differences between materials and notice changes.
- ⌚ Begin to make sense of their own life-story and family's history.
- ⌚ Use simple words to talk about the passing of time.
  
- 🔍 Explore collections of materials with similar and/or different properties.
- ⌚ Experience books and stories with historical elements.
- 🔍 Explore how things work.
- 🔍 Explore and talk about the different forces they feel with support including floating and sinking, magnetism and propulsion.
- 🔍 Talk about different materials and changes they notice.
- 🔍 Notice the effects of the changing season on the natural world around them.
- 🔍 Plant seeds and observe them growing.
- ♥ 👤 Notice differences between people.
  
- 👤 ♥ Talk about differences they notice between people.
- 🔍 ♥ Understand the need to respect and care for the natural environment and all living things.
- 🔍 ♥ 🌐 Engage in activities that support and enhance their local environment.
- 🔍 ⌚ Sequence the key features of the life-cycle of a human and a plant or animal using pictures.
- ⌚ Use objects to generate talk about past experiences.
- 🌐 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- 💬 Talk about what they see using a widening vocabulary.
  
- ⌚ Make sense of their own life-story and family's history.
- ♥ Develop positive attitudes about the differences between people
- ♥ 👤 Name and describe people who are familiar to them.
- ♥ 👤 Talk about members of their immediate family and community.
- ♥ 👤 Talk about the lives of people around them and their roles in society.
- 👤 ⌚ Talk about past and events in their own lives and the lives of family members.
- 👤 Recognise that people have different beliefs and can celebrate special times in different ways.
- 🔍 Talk about the effect of changing seasons and changing states of matter that may occur.
  
- ♥ 👤 Have positive attitudes about the differences between people.
- 🔍 Understand the effects of changing season on the natural world around them.
- ⌚ Comment on images of familiar situations in the past.
- ⌚ Compare and contrast characters from stories, including figures from the past.
- ⌚ To listen to and recall elements of historical stories.
- 🔍 Talk about and describe the differences between materials and explain changes they notice.
- 🔍 Explore and describe different forces including floating and sinking, magnetism and propulsion.
- 🔍 Plant seeds and care for growing plants.

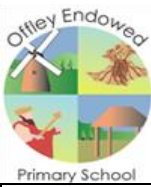


## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE






















- ♥ 🧑🏫 Express positive attitudes about the differences between people.
- 🔍 Understand and describe the effects of changing season on the natural world around them.
- 🔍 Understand and explain some important processes and changes in the natural world around them.
- 🔍 ⏳ Know the key features of the life-cycle of a human and a plant or animal.
- ⏳ Show an understanding that people change over time.
- ⏳ Use talk, actions and objects to recall and relive past experiences and to sequence events.
- 🌍 Describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps
- ♥ 🔍 🌍 Choose and engage in maintained activities that support and enhance their local environment.
- 🗺️ Draw information from a simple map.
- 🗺️ Locate places that are significant to them such as Offley, London, England and UK on a map with support.
- 🌍 Know that there are 7 continents and name some of them.
- 🌍 Recognise and explain some similarities and differences between life in this country and life in other countries.
- 🌍 Recognise some environments that are different to the one in which they live.
- 🧑🏫 ♥ Understand that some places are special to members of their community.
- 🧑🏫 Know and respect that people have different beliefs and celebrate special times in different ways.
- 🧑🏫 Know some similarities and differences between different religious and cultural communities in this country.

## Expressive Arts and Design

-  Move and dance to music.
-  Explore their voices and enjoy making sounds.
-  Explore a range of sound makers and instruments and play them in different ways.
-  Start to develop pretend play, pretending that one object represents another.
-  Explore different materials using all of their senses to investigate them.
-  Manipulate and play with different materials.
-  To begin to make marks intentionally to make representations.
  
-  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 and doll houses.
-  Explore different materials freely in order to develop ideas about how to use them and what to make
-  Join different materials using tape and glue.
-  Explore different textures.
-  Begin to make simple models with support.
-  Create closed shapes with continuous lines and begin to use these shapes to represent objects.
-  Play instruments and make rhythmical and repetitive sounds.
-  Join in singing and take part in action songs
-  Begin to develop threading skills by putting large beads on a lace.
  
-  Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
-  Use their imagination to build models.
-  Develop their own ideas verbally and then decide which materials to use to make a representation or model.
-  Join materials in a greater variety of ways including paper clips, staplers and toy hammers.
-  Create pictures using natural materials such as natural paint brushes, water and mud.
-  Listen with increased attention to sounds
-  Respond to what they have heard, expressing their thoughts and feelings.
-  Thread or weave through holes on purpose made materials e.g. threading boards.
-  To begin to mix colours.
  
-  Develop colour mixing skills with guidance.
-  Draw with increasing complexity and detail, such as representing a face with a circle and including details.
-  Effectively use pencils, crayons, chalks, pastels and paints to make pictures.
-  Begin to explore a variety of artistic effects to express their ideas.
-  Sing the pitch of a tone sung by another person.
-  Sing the melodic shape of familiar songs.
-  Engage in role-play and imaginative play in a variety of settings.
-  Continue to develop joining and modelling skills using tools including staplers, hole punches, fasteners and split pins.
-  Thread and weave through different materials.
-  Make a sculpture using a product such as clay.
-  Create transient art using loose parts and natural materials.



## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE













-  Mix colours independently.
-  Use a variety of artistic effects to express their ideas and feelings including happiness, sadness, fear, excitement.
-  Respond to music by creating pictures.
-  Sew through different materials.
-  Continue to build on joining and modelling skills including basic wood work skills.
-  Represent their own creative ideas in a variety of ways.
-  Create collaboratively sharing ideas, resources and skills.
-  Remember and sing entire songs
-  Create their own songs, or improvise a song around one they know.
-  Sing in a group or on their own, increasingly matching the pitch and following the melody.
-  Play instruments with increasing control to express their feelings and ideas.
-  Develop storylines in their pretend play.
-  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.
  
-  Use colour mixing skills accurately in independent creations.
-  Refine a variety of artistic effects to express their ideas and feelings including happiness, sadness, fear, excitement etc.
- Create a piece of artwork based on the work of a chosen artist.
-  Design models and products before making them.
-  Create working products using a variety of skills including modelling, woodwork and sewing.
-  Share their creations, including art, sculpture, models and products, explaining the processes they have used.
-  Evaluate what they have made in simple ways.
-  Explore and engage in music making and dance, performing solo or in groups.



## EYFS CURRICULUM - SEQUENCE OF SKILLS AND KNOWLEDGE

### Appendix 1

#### TABLE OF NATIONAL CURRICULUM SUBJECTS WITH CLOSELY LINKED EYFS AREAS OF LEARNING AND SPECIFIC SUBJECT SYMBOLS

National Curriculum	Linked EYFS areas of learning and subject area symbols
English – Spoken Language	See Communication and Language and skills marked  .
English – Reading and Writing	See Literacy and skills marked  (reading) and  (writing).
Mathematics	See Mathematics.
Science	See skills marked  (largely in Understanding the World).
Design and Technology	See skills marked  in Expressive Arts and Design and Physical Development.
History	See skills marked  in Understanding the World.
Geography	See skills marked  in Understanding the World and Mathematics.
Art and Design	See skills marked  in Expressive Arts and Design and Physical Development.
Music	See skills marked  (largely in Expressive Arts and Design).
Physical Education	See skills marked  (largely in Physical Development).
PSHE	See Personal, Social and Emotional Development and skills marked  .
RE	See skills marked  and separate RE sequence of skills and knowledge.
Computing	See separate sequence of skills.

This EYFS sequence of skills has been linked closely to the whole school curriculum. Please see Appendix 1 for how the areas of learning link to National Curriculum subjects and which subject is represented by the symbol where a closely linked prerequisite skill has been demonstrated.