

EYFS Curriculum Links

What does **Reading** look like in the Early Years?



Confident Communicator	Fantastic Friend	Independent Individual
Amazing Athlete	Talented Tool User	Brilliant Bookworm
Wow Writer	Exceptional Explorer	Master of Maths
Compassionate Citizen	Proud Performer	Dynamic Designer



In EYFS, children are introduced to reading through the 'Literacy' area of learning. By the end of Reception, children who are at the expected level of development in the area will:

- 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.
- 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.

In EYFS children are read to daily, in nursery children take home a book to share with their families on a weekly basis. In addition Reception take home a book matched to their phonics levels and are heard read by an adult at least three times a week.

The Sounds-Write programme is used to teach phonics and spelling. We begin teaching an awareness of sound and sound identification in Nursery and as children show readiness they begin to access the initial code of Sounds-Write phonics. All pupils in Reception begin the initial code in the September of their Reception year. They continue on their phonics journey throughout Year One and into Year Two, with the aim of leaving KS1 as fluent readers, secure in word building and recognition.

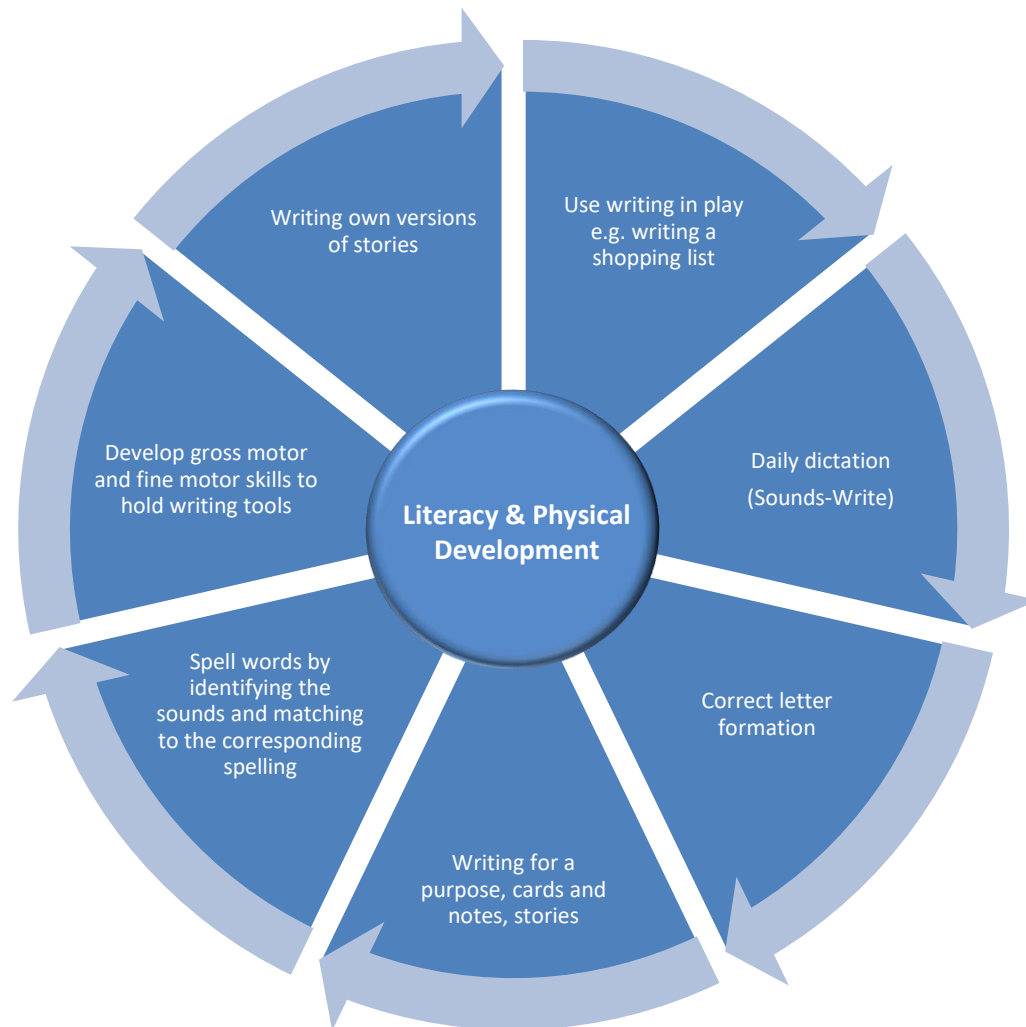
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What does **Writing** look like in the Early Years?



In EYFS, children are introduced to reading through the 'Literacy' and 'Physical' areas of learning. By the end of Reception, children who are at the expected level of development in the area will:

- 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.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Writing opportunities are provided across the provision to encourage children to write for a purpose e.g. write a shopping list, a message or a building plan.

Through the use of high quality texts we give children a motivation to write, daily motor activities and exercises support the development of motor skills that are fundamental to writing.

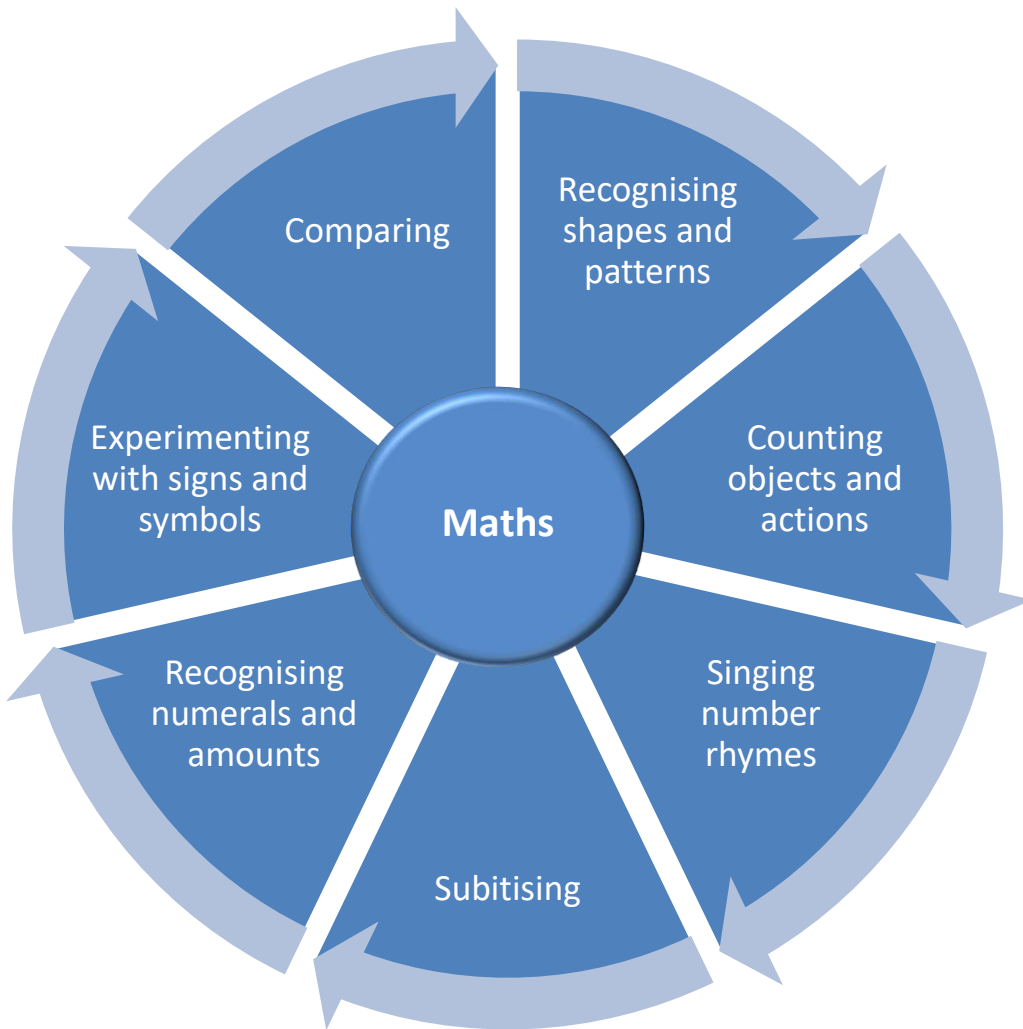
We use the Pen Pals programme across school to teach handwriting, children are given a model and time to practise formation.

As children move into Year 1 they will build on the skills of sentence writing taught in Reception and:

- further spelling including common exception words.
- using letter names
- prefixes and suffixes.
- Spelling rules

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What does **Maths** look like in the Early Years?



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In EYFS, children are introduced to reading through the "Mathematics" area of learning. By the end of Reception, children who are at the expected level of development in the area will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Our teaching and opportunities of early maths in EYFS sets the foundations for learning, as Mathematicians giving children a range of transferable skills they can use in everyday life including problem solving, reasoning, explaining and justifying.

These skills will provide a basis of knowledge from which they will build as they move into Key Stage 1. They will work with larger numbers using the four operations as well as building on their knowledge of shape, measures and time.

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What does **Science** look like in the Early Years?



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In EYFS, children are introduced to science/thinking scientifically through the 'Understanding the World' area of learning; specifically, the 'Natural World' Early Learning Goal. By the end of Reception, children who are at the expected level of development in the area will:

- 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.

In both Nursery and Reception, children begin to develop their understanding of the world around them. They learn about science by undertaking activities that help them to develop their skills in working scientifically and are supported and encouraged to think critically through a carefully planned provision where rich vocabulary is paramount. Scientific thinking is often introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. The skills learned in EYFS equip the children with the scientific understanding they need to transition into KS1 where our curriculum is underpinned by 6 threshold concepts:

- Animals, humans and plants are made up of complex interacting systems in order to function. (Biology)
- Organisms require a supply of energy for organisms to carry out the basic functions of life and to grow. (Biology)
- The Earth is a complex of interacting rock, water, air and life. (Chemistry)
- The particle theory of matter is the abstract idea that helps us develop an understanding of why materials behave as they do. (Chemistry)
- Energy is a powerful and unifying abstract idea which is difficult to define. (Physics)
- Forces change the state of rest or motion of a body. They hold matter together and interplay between all objects. (Physics)

EYFS Curriculum Links

What does **Geography** look like in the Early Years?



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In EYFS, children are introduced to geography/thinking geographically through the 'Understanding the World' area of learning; specifically, the 'Natural World' and 'People, Culture and Communities' Early Learning Goals. By the end of Reception, children who are at the expected level of development in the area will:

- 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.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and- when appropriate- maps.

In both Nursery and Reception, children begin to develop their understanding of the world around them. They will know where they are placed and will begin to recognise that there are other places around them through studying units such as All About Me and My Earth and Space. These units will help them to become familiar with the location of their home and school; learn about the name of the street they live on as well as the name of their local town or city. They will be introduced to geographical techniques such as map literacy by creating maps of their immediate environment, making links to literacy through labelling. They will begin to differentiate between physical features and human features.

As they progress into Year 1, children gain a greater understanding of the world around them, studying their local area in more detail; the weather, planet Earth and Africa. Their locational and place knowledge will deepen as look more closely at their immediate environment but also planet earth as a whole. The knowledge and understanding gained in EYFS equips our children with firm foundations with which to develop their geographical skills within the four threshold concepts of St Aloysius' geography curriculum: *Location and place knowledge, geographical techniques, physical features and processes, human interaction with the environment.*

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What does **History** look like in the Early Years?



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In EYFS, children are introduced to history/thinking historically through the 'Understanding the World' area of learning; specifically, the 'Past and Present' Early Learning Goal. By the end of Reception, children who are at the expected level of development in the area will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

In both Nursery and Reception, children are encouraged and supported to talk about members of their immediate family and community, name and describe people, who are familiar to them, comment on images of familiar situations in the past and compare and contrast characters from stories including figures from the past. This helps them to begin to develop an understanding of the passing of time.

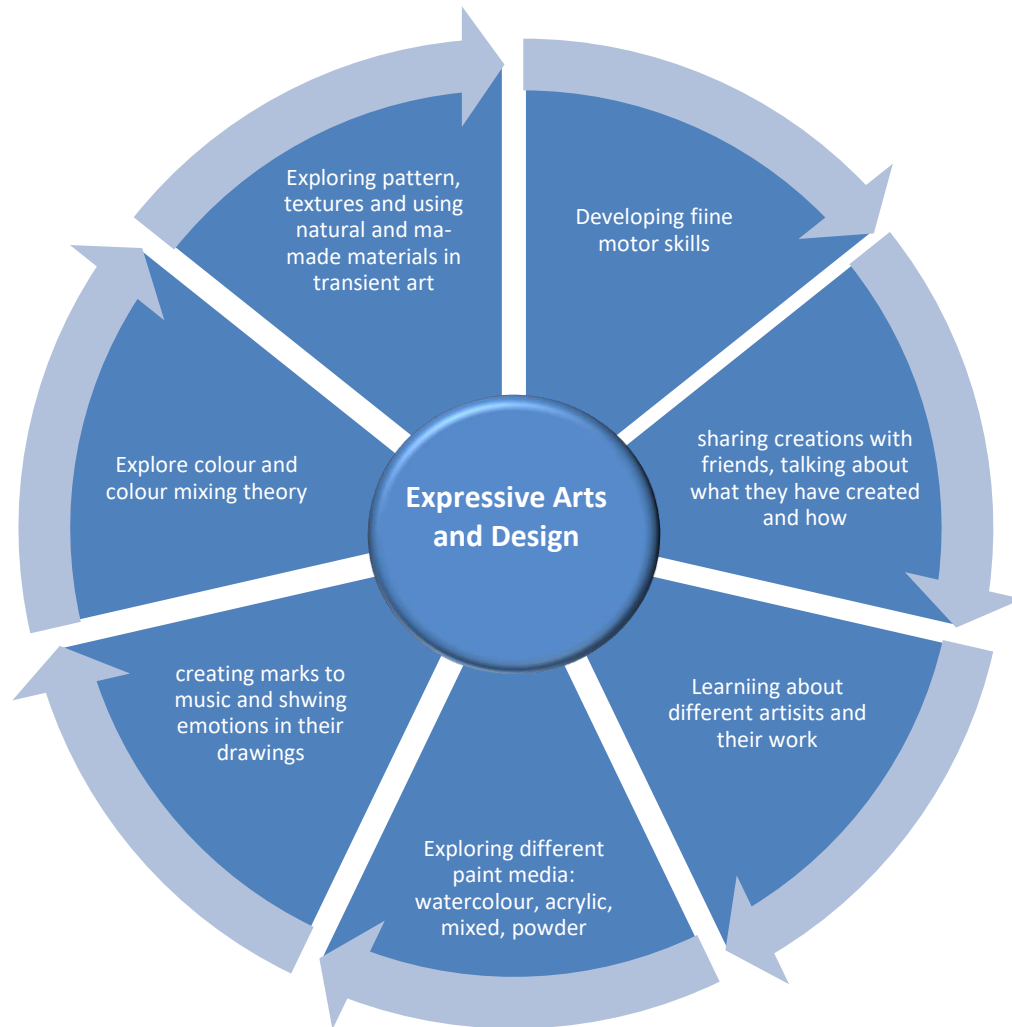
As they progress into Key Stage 1, children's understanding of the past further develops into an awareness of a chronological framework in which people and events can be placed. They begin to expand their historical skills and understanding by looking at changes within and beyond living memory.

The knowledge and understanding gained in EYFS equips our children with firm foundations with which to develop their historical skills within the four threshold concepts of St Aloysius' history curriculum:

- Chronology
- Communicating History
- Investigating the past
- Thinking like a historian

EYFS Curriculum Links

What does **Art** look like in the Early Years?



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In EYFS, children are introduced to art through the 'Expressive Arts and Design' area of learning; specifically, the 'Creating with Materials' Early Learning Goal. By the end of Reception, Children who are at the expected level of development in the area will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

Basic skills are introduced in both Nursery and Reception. Our youngest children begin to develop their understanding of art and design through the exploration of a variety of materials, experimenting with colour, design and form. This understanding is then built upon as they move through school through the development of drawing, printing, painting, mark making, collage and sculpture skills. These skills are revisited over time and are carefully planned for in the continuous/enhanced provision in both the indoor and outdoor environment. Children are introduced to a range of key artists and styles during their time in EYFS. The skills they learn prepare them for their transition into Year 1 where they complete a drawing unit and a painting unit where they further develop their drawing skills their understanding of mark making techniques – using a variety of different materials. In their painting unit, they will develop skills by exploring colour through mixing primary colours to create secondary colours; creating artwork inspired by Kandinsky and Delaunay. A language rich environment will support the children to think like an artist, they will be introduced to subject specific vocabulary to describe the processes they are using (cross hatching, scumbling etc...). Practitioners will encourage them to think about the artists' work they look at and the work they make through asking purposeful questions such as, 'What do you like/dislike about this work?' and 'What do you think would make it better?'

EYFS Curriculum Links

What does **Design and Technology** look like in the Early Years?



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In EYFS, children are introduced to design technology through the 'Expressive Arts and Design' and 'Physical Development' areas of learning. By the end of Reception, children who are at the expected level of development in the area will:

- 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.
- Use a range of small tools, including scissors, paintbrushes and cutlery.

In both Nursery and Reception, children begin to develop their understanding of the world around them by making, changing and modifying things for themselves. They use various tools and begin to understand that different tools are better for different tasks. They are encouraged to problem solve, explore, observe and talk about the decisions they have made.

Adult-led and continuous provision will give the children the opportunity to construct, join, cook, explore and discuss

The skills learned in EYFS equip the children with the understanding and skills they need to transition into KS1 where our curriculum is underpinned by 3 threshold concepts:

- Master practical skills
- Design, make, evaluate and improve
- Take inspiration from design throughout history

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What does **Music** look like in the Early Years?



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In EYFS, children are introduced to music through the 'Expressive Arts and Design' area of learning; specifically, the 'Being Imaginative and Expressive' Early Learning Goal. By the end of Reception, children who are at the expected level of development in the area will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

In both Nursery and Reception, children begin to develop their understanding of the musical world. They learn how to sing a range of well-known nursery rhymes and songs and explore how to perform, trying to move in time with music.

Children are encouraged to make their own music using a range of tuned/untuned musical instruments. They learn about instrument names, the sounds they create and begin to explore the different musical groups instruments belong to (brass, percussion etc...). Whilst in our EYFS, our children are exposed to the seven threshold concepts of our music curriculum by beginning to understand what we mean by the following terms:

- Pulse
- Rhythm
- Melody
- Active listening and appraising
- Performing
- Singing
- Composing
-

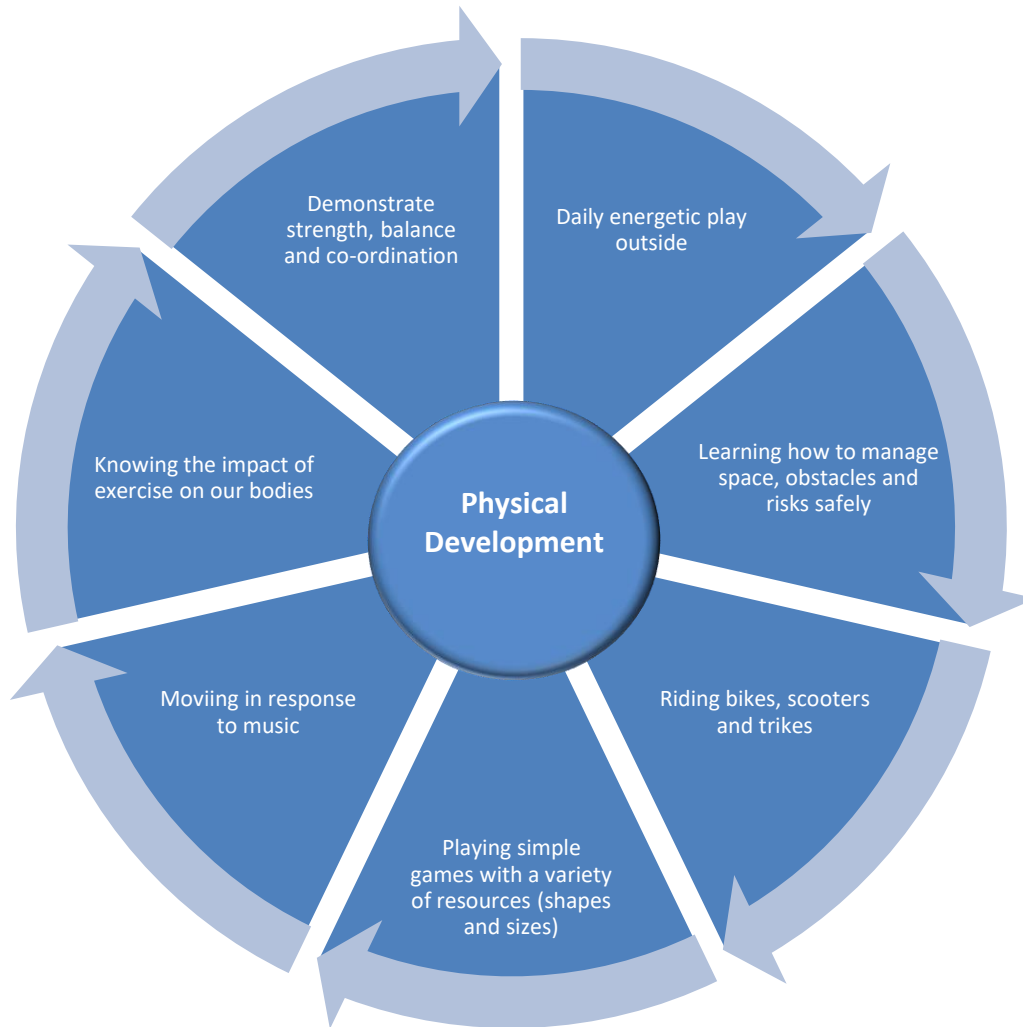
This enables them to thrive when transitioning into KS1 and beyond.

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What does **PE** look like in the Early Years?



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The curriculum aims to ensure that all pupils develop competence to excel in a broad range of physical activities.

This starts in early years, through opportunities within the provision and adult led lessons. Children in EYFS explore the basic movement skills of running, jumping, kicking, throwing and catching. They will demonstrate balance, agility and co-ordination.

This will provide a foundation from which they will progress through the school moving into

- Combine- where they will combine the movement skills whilst demonstrating the physical attributes of balance, agility and co-ordination.
- Refine- refine sport specific skills whilst demonstrating physical attributes of flexibility and strength.

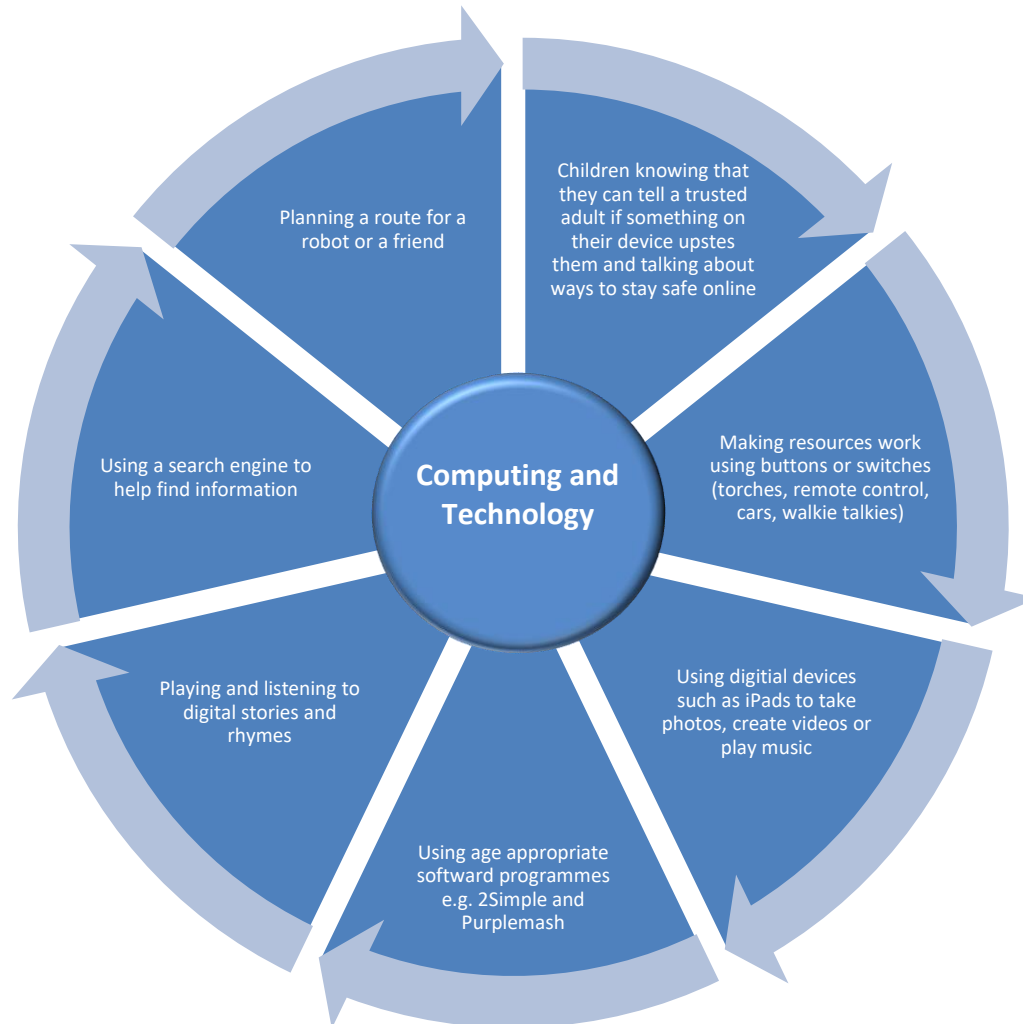
Children will also learn about the impact of exercise on our bodies and how it is an important part of staying healthy.

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What does **Computing** look like in the Early Years?



Teaching computing in EYFS ensures that pupils enter Year 1 with a strong foundation of the subject, it builds their problem-solving abilities, encourages resilience and supports other areas of learning. By integrating computing into EYFS, pupils also begin to build their digital literacy and their understanding of e-safety.

In EYFS they will familiarise themselves with equipment that they will go onto use in Key Stage 1. The opportunities will allow them to problem solve and explore breaking things down into smaller tasks. They will develop resilience as lots of trial and error may be needed.

Introducing computing in EYFS helps children get to grips with technology from a young age, preparing them for a world where digital skills are essential. It's also a way to teach early e-safety, ensuring pupils can use tech safely both in and out of school.

While the EYFS framework no longer explicitly includes technology, it remains a vital tool for delivering a well-rounded education. By integrating computing into early years education, we are equipping our children with the skills they need to navigate the digital world confidently and safely.

