



EYFS English and Maths Curriculum Overview 2021- 2022

Subject	Area of learning	Three and Four Year Olds		Reception		ELG		
English Reading	Reading word reading: Phonics and decoding	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 	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. 	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.
	Reading: Common exception words			Literacy	Read a few common exception words matched to the school's phonic programme.			
	Reading: Fluency	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 	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. 	Literacy	Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



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			<ul style="list-style-type: none"> the names of different parts of a book page sequencing <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 <p>recognise words with the same initial sound, such as money and mother</p>		<ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 			
Reading: comprehension- Understanding and correcting inaccuracies	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 so fat?" 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. 	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. 	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. 	
	Literacy	Engage in extended conversations about stories, learning new vocabulary.						
Reading: Comparing, contrasting and commenting	Communication and Language	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.	Understanding the World	Compare and contrast characters from stories, including figures from the past.	Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class	



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								discussions and small group interactions.
							Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Reading: Words in context and authorial choice	Communication and Language	Use a wider range of vocabulary.	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.	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	
	Literacy	Engage in extended conversations about stories, learning new vocabulary.			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. 	
Reading:	Communication and Language				Communication and Language	Speaking	Offer explanations for why things might happen,	



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Inference and prediction			Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"				making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
					Literacy	Comprehension	Anticipate (where appropriate) key events in stories.
Poetry and performance	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. 	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. 	Literacy	Comprehension	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	<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. 	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. <p>Develop storylines in their pretend play.</p>	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.



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							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.
	Non fiction			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. 	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
						Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
English Spoken Language	Area of learning	Three and Four Year Olds		Reception		ELG		
	Listening skills	Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. 	Communication and Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. 	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions,



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			<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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. 			<p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • 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.
	Expressive Arts and Design	Listen with increased attention to sounds.	Expressive Arts and Design	Listen attentively, move to and talk about music, expressing their feelings and response.	Personal, Social and Emotional Development	Self-Regulation	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.	
Following instructions	Communication and Language	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."			Personal, Social and Emotional Development	Self-Regulation	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.	
	Personal, Social and Emotional Development	Remember rules without needing an adult to remind them.				Managing Self	Explain the reasons for rules, know right from wrong and try to behave accordingly.	
Asking and answering questions	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." 	Communication and Language	Ask questions to find out more and check they understand what has been said to them.	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, 	



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			<ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 					<p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding.
							Speaking	Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Drama, performance and confidence	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. 	Communication and Language	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. <p>Learn rhymes, poems and songs.</p>	Personal, Social and Emotional Development	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Show more confidence in new social situations. 	Personal, Social and Emotional Development	Expressive Arts and Design	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. 	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Sings a range of well-known nursery rhymes and songs.



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			Develop appropriate ways of being assertive.			<ul style="list-style-type: none"> 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.			<ul style="list-style-type: none"> Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
	Expressive Arts and Design	Create their own songs, or improvise a song around one they know.	Expressive Arts and Design						
Vocabulary building and standard English	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.	Communication and Language Communication and Language 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.	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	Engage in extended conversations about stories, learning new vocabulary.		<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.	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, 		
	Understanding the World	Talk about what they see, using a wide vocabulary.		<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.					



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rhymes and poems
and during role play.

	Area of learning	Three and Four Year Olds		Reception		ELG		
	Speaking for a range of purposes	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." 	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 	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.



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					<p>and some in their own words.</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts. <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		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. <p>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.</p>
		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. <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	Personal, Social and Emotional Development	Express their feelings and consider the feelings of others.	Personal, Social and Emotional Development	Managing Self	Explain the reasons for rules, know right from wrong and try to behave accordingly.



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		Literacy	Engage in extended conversations about stories, learning new vocabulary.	Understanding the World Expressive Arts and Design	<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. <p>Describe what they see, hear and feel whilst outside. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	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. <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
							Word Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		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. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>			Understanding the World	Past and Present	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. <p>Explain some similarities and differences between life in this country and life</p>



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								in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	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. <p>Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p>	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. 	Expressive Arts and Design	<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Share their creations, explaining the processes they have used.</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	
Participating in discussion	Communication and Language	<ul style="list-style-type: none"> Be able to express a point of view and debate when 	Communication and Language Communication and Language	Articulate their ideas and thoughts in well-formed sentences.	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear 	



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			they disagree with an adult or friend, using words as well as actions.		Articulate their ideas and thoughts in well-formed sentences.			with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
							Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
		Literacy	Engage in extended conversations about stories, learning new vocabulary.			Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
English Writing	Area of learning	Three and Four Year Olds		Reception		ELG		
	Transcription: Phonics and spelling rules	Literacy	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Literacy	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences 			



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					using a capital letter and a full stop.		
Handwriting: formation, placement and positioning	Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and makemarks. 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. <p>Shows a preference for a dominant hand.</p>	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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	Physical Development	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	
	Literacy	Write some letters accurately.	Literacy	Form lower case and capital letters correctly.	Literacy	Write recognisable letters, most of which are correctly formed.	
Composition: planning, writing and editing	Communication and Language	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. 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 	Literacy	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter



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					<p>things work and why they might happen.</p> <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. • Use new vocabulary in different contexts. <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			<p>or letters. Write simple phrases and sentences that can be read by others.</p>
		Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. 	Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	Expressive Arts and Design Expressive Arts and Design	Being Imaginative and Expressive Being Imaginative and Expressive	<p>Invent, adapt and recount narratives and stories with peers and teachers. Invent, adapt and recount narratives and stories with peers and teachers.</p>



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			Write some letters accurately.		Re-read what they have written to check it makes sense.			
		Expressive Arts and Design	Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.	Expressive Arts and Design	Develop storylines in their pretend play.			
	Awareness of audience, purpose and structure	Communication and Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • 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." 	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • 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. • Use new vocabulary in different contexts. 	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, 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 when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and



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future tenses and making use of conjunctions, with modelling and support from their teacher.

Three and Four Year Olds

Reception

ELG

Vocabulary, punctuation and grammar: Sentence construction and tense

Communication and Language

- Understand 'why' questions, like: 'Why do you think the caterpillar got sofat?'
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Use longer sentences of four to six words.

Communication and Language

- Learn new vocabulary.
 - Use new vocabulary throughout the day.
 - Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.

Communication and Language

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Use of phrases and clauses

Communication and Language

Use longer sentences of four to six words.

Communication and Language

- Articulate their ideas and thoughts in well-formed sentences.

Communication and Language

Speaking

Express their ideas and feelings about their experiences using full sentences,



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					Connect one idea or action to another using a range of connectives.			including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and performance	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.	Communication and Language	<ul style="list-style-type: none"> Engage in story times. 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.	Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	



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		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. <p>Create their own songs, or improvise a song around one they know.</p>	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. <p>Develop storylines in their pretend play.</p>	Expressive Arts and Design	Creating with Materials	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.
	Non fiction			Communication and Language	<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non- 	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced



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					fiction to develop a deep familiarity with new knowledge and vocabulary.			vocabulary from stories, non-fiction, rhymes and poems when appropriate.
						Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Area of learning	Three and Four Year Olds		Reception		ELG		
Maths	Mathematical vocabulary	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?" 	Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. 	Communication and Language	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Number and place value : Counting	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'). 	Mathematics	<ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond ten. 	Mathematics	Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system.
	Number and place value : Identifying, representing and estimating number	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. 	Mathematics	<ul style="list-style-type: none"> Subitise. Link the number symbol (numeral) with its cardinal number value. 	Mathematics	Number	Subitise (recognising quantities without counting) up to 5.



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			<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. 					
Number and place value : Reading and writing numbers	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. 	Mathematics	Link the number symbol (numeral) with its cardinal number value.			
Number and place value: Compare and order numbers	Mathematics		Compare quantities using language: 'more than', 'fewer than'.	Mathematics	Compare numbers.	Mathematics	Numerical Patterns	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Number and place value: Understanding place value				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. 	Mathematics	Number	Have a deep understanding of numbers to 10, including the composition of each number.
Number and place value: Solve problems	Mathematics		Solve real world mathematical problems with numbers up to 5.					
Addition and subtraction: Mental calculations				Mathematics	Automatically recall number bonds for numbers 0-5 and some to 10.	Mathematics	Number	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.
Addition and subtraction: Solve problems						Mathematics	Numerical Patterns	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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Measurement: Describe, measure, compare and solve	Mathematics	Make comparisons between objects relating to size, length, weight and capacity.	Mathematics	Compare length, weight and capacity.	
Measurements: Telling time	Mathematics	Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'			
Properties of shape: 2D and 3D Shapes	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. 	Mathematics	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	
Compare and classify			Mathematics	Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	
Area of learning	Three and Four Year Olds		Reception		ELG
Position and direction: Position direction and movement	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	Draw information from a simple map.	



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	Patterns	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.	Mathematics	Continue, copy and create repeating patterns.			
	Statistics	Mathematics	Experiment with their own symbols and marks, as well as numerals.					