



EYFS Curriculum Overview

| Subject | Three and four year olds | | Reception | | ELG | | |
|---------|----------------------------|--|----------------------------|---|----------------------------|-------------------------|--|
| ART | 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 | 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. | 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 | <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 | 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 | 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, |



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- 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.

- learning, refining ideas
- and developing their ability to represent them.
 - Create collaboratively, sharing ideas, resources and skills.

- design, texture, form and function.
- Share their creations, explaining the process they have used.



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| Computing | Three and Four Year Olds | | Reception | | ELG | | |
| | Personal, Social and Emotional Development | Remember rules without needing an adult to remind them. | Personal, Social and Emotional Development | <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'. | 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 challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. |
| | Physical Development | Match their developing physical skills to tasks and activities in the setting. | 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. | Expressive Arts and Design | Creating with Materials | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| | Understanding the World | Explore how things work. | 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. | | | |
| Design and Technology | Three and Four Year olds | | Reception | | ELG | | |
| | Personal, Social and Emotional Development | 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"> 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 | Physical Development | Fine motor skills | Use a range of small tools, including scissors, paintbrushes and cutlery. |
| | 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 | | | | | |



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| | | <p>to carry out their own plan.</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. | | <ul style="list-style-type: none"> when sitting at a table or sitting on the floor. | | | |
| | Understanding the World | <ul style="list-style-type: none"> Explore how things work. | 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. <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. | 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. |
| | 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. | | | | | |
| Geography | Three and Four year olds | | Reception | | ELG | | |
| | 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 | 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 | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non- |



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| | | ‘in front of’ and ‘behind’. | | around them. <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. | | | <ul style="list-style-type: none"> • 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. |
| 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. | | | | 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. |



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| History | Three and Four Year olds | | Reception | | ELG | | |
| | Understanding the World | Begin to make sense of their own life-story and family's history. | 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. | 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. |
| Music | Three and Four Year Olds | | Reception | | ELG | | |
| | Communication and Language | Sing a large repertoire of songs. | 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 | 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, |



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| | | | | songs. | | | | |
| | Physical Development | <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. | Physical Development | Combine different movements with ease and fluency. | | | | rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |
| | 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. <p>Play instruments with increasing control to express their feelings and ideas.</p> | 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. | | | | |
| PE | Three and Four Year Olds | | Reception | | ELG | | | |



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| <p>Personal, Social and Emotional Development</p> | <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. | <p>Personal, Social and Emotional Development</p> | <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: -regular physical activity | <p>Personal, Social and Emotional Development</p> | <p>Managing Self</p> | <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. <p>Manage their own basic hygiene and personal needs, including dressing.</p> |
| <p>Physical Development</p> | <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 | <p>Physical Development</p> | <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 | <p>Physical Development</p> | <p>Building Relationships</p> | <p>Work and play cooperatively and take turns with others.</p> |
| | | | | | <p>Gross Motor Skills</p> | <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • D e |



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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.

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.
- 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.

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| | | | | | | | <p>n w h e n p l a y i n g .</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> |
| Expressive Arts and Design | Respond to what they have heard, expressing their thoughts and feelings. | 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. | Expressive Arts and Design | Being Imaginative and Expressive | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | |



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| | | | | Explore and engage in music making and dance, performing solo or in groups. | | | |
| PSHEE | Three and Four Year Olds | | Reception | | ELG | | |
| | 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. | 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. | Communication and Language | Listening, Attention and Understanding | Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. |
| | | | | | | Speaking | 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. |



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| <p>Personal, Social and Emotional Development</p> | <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 | <p>Personal, Social and Emotional Development</p> | <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 | <p>Personal, Social and Emotional Development</p> | <p>Self-Regulation</p> | <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, |
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- 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.

and show an ability to follow instructions involving several ideas or actions.



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Managing Self

- 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.



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| | | | | | | Building Relationships | <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • For positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs. |
| Physical Development | <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing | Physical Development | <ul style="list-style-type: none"> • Further develop the skills they need to manage the school days successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes | Physical Development | Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others. | |



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| | | up zips. | | | | | |
| | Understanding the World | <ul style="list-style-type: none"> • 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. • Begin to make sense of their own life-story and family's History | 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. | Understanding the World | Past and Present | Talk about the lives of people around them and their roles in society. |
| Religious Education | Three and Four Year Olds | | Reception | | ELG | | |
| | Personal, Social and Emotional Development | Develop their sense of responsibility and membership of a community. | Personal, Social and Emotional Development | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. | Personal, Social and Emotional Development | Building Relationships | Show sensitivity to their own and others' needs. |
| | Understanding the World | Continue to develop positive attitudes about the differences between people. | 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 | 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 |



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| | | | | celebrate special times in different ways. | | | class and storytelling. |
| | | | | | | People and Communities | 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. |
| Science | Three and Four Year Olds | | Reception | | ELG | | |
| | Communication and Language | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | 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 | Communication and Language | Listening, Attention and Understanding | Make comments about what they have heard and ask questions to clarify their understanding. |



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| | | | | <p>work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts.</p> | | | |
| | Personal, Social and Emotional Development | Make healthy choices about food, drink, activity and toothbrushing. | 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 <p>being a safe pedestrian</p> | Personal, Social and Emotional Development | Managing Self | 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 | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. | 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 | Understanding the World | The Natural World | <ul style="list-style-type: none"> Explore the natural world around them, making |



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- 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.

- environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

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.