

EYFS
Expectations
and Curriculum
9th October
2025



What are
our aims
for today?

Reception daily routine and
expectations of learning.

EYFS curriculum.

To discuss early years provision.

Daily routine and expectation of learning

- ❖ Early start : Free flow activities - children's independent learning.
- ❖ Interventions : Reading, Writing, Numbers, Finger gym, Language and communication.
- ❖ Focus activities- Literacy /Maths as a whole class- teacher led activities and independent learning time throughout indoor/outdoor provision.
- ❖ Playtime
- ❖ Phonics – Read Write Inc phonics
- ❖ Assembly, Physical Education, Religious Education, , Understanding the World and Expressive Arts and Design



The Statutory Framework for the Early Years Foundation Stage

- There are **7 areas of learning and development**, which shape activities and experiences (the educational programme) for children at this stage.
- **Early learning goals** for each of these areas describe the knowledge, skills and understanding children should have achieved at the end of Reception year.

The areas of learning are described as follows;

Prime areas - Communication and Language, Physical Development and Personal, Social and Emotional Development

Specific areas – Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

All areas of learning and development are important and inter-connected.

Learning and Development in EYFS – considerations for teaching

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory Key stage Assessments

From September 2021 there are 2 statutory assessments that have to be undertaken in Reception year. Neither assessment is a test.

- The **Reception Baseline Assessment** is a check of each child's early literacy, communication, language and maths skills, which takes the form of a set of practical tasks carried out between the child and the teacher within the first 6 weeks of starting. Children's results are not shared with the school, except for a short narrative statement to describe how each pupil performed on the overall assessment.
- The **Early Years Foundation Stage Profile** is a summary of each child's attainment at the end of the Reception year based on what they have demonstrated they know, understand and can do in all Prime areas of learning, literacy and maths against the 'Early Learning Goals'. Attainment for each area is described as either meeting the level of development at the end of the EYFS (**expected**) or not yet reaching this level (**emerging**).

Prime
Areas of
Learning

Communication and
Language

Personal, Social and
Emotional Development

Physical Development

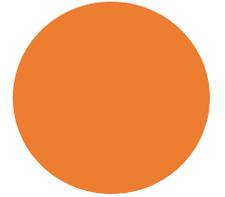
Statutory Framework ELGs for assessment – Communication and Language

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 discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

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 when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



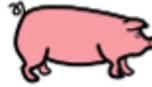


3

Can you retell the story of The Three



Little



Pigs?

Can you tell me what's happening in your story?

What happened first? What happened next?

Can you remember what the pigs built their houses from?

What did the wolf say?

What does "huff and puff" mean? Can you show me?

Which house do you think is the strongest? Why?

What could you use to make a stronger house?

How would you stop the wolf getting in?

What would happen if the pigs worked together?

How do you think the pigs felt when the wolf came?

Why do you think the wolf was blowing the houses down?

How do you think the wolf felt when the brick house didn't fall down?

Was the wolf being kind?

What if there were four little pigs? What would the fourth pig build with?



Statutory Framework ELGs for assessment – Personal, Social and Emotional Development

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

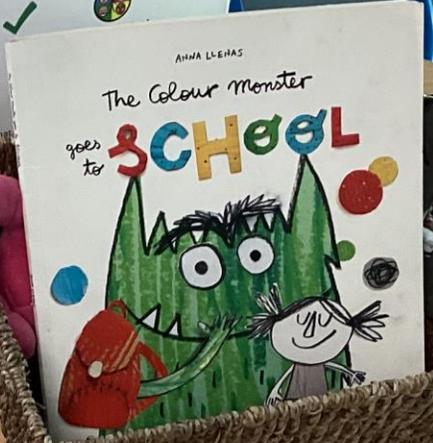
Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.



Match the photo and the feeling to



YELLOW ZONE

Why is he in the yellow zone?

I can try...
deep breaths

What could he do?

GREEN ZONE

Why is he in the green zone?

I can try...
drink water

RED ZONE

Why is he in the red zone?

I can try...
take a break

What could he do?

YELLOW ZONE

Why is he in the yellow zone?

I can try...
deep breaths

What could he do?



Statutory Framework ELGs for assessment – Physical Development

Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others;
Demonstrate strength, balance and coordination when playing;
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

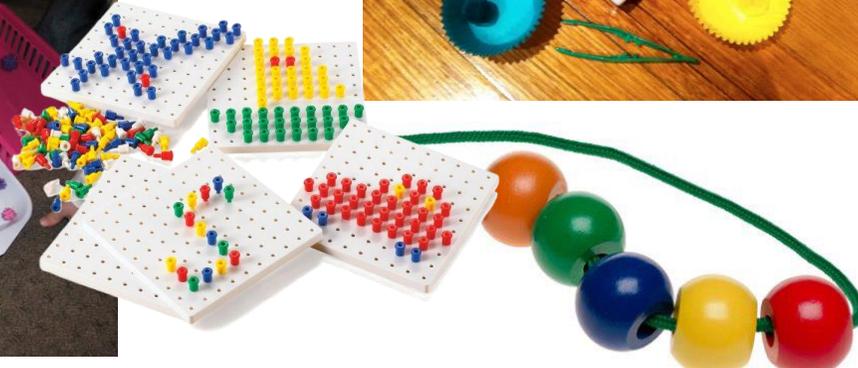
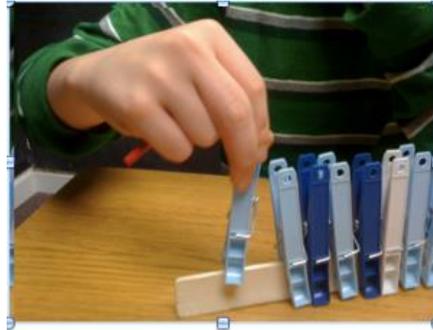
Fine Motor Skills

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.



Strengthening their fine motor skills/ pre-writing skills

Fine motor activities help children strengthen the small muscles in their hands and fingers, which are essential not only for writing but also for everyday tasks like doing up zips, using cutlery, and getting dressed. These activities also support hand-eye coordination, concentration, and independence—laying strong foundations for learning and self-care.



Specific
Areas of
Learning

Literacy

Maths

Understanding of the World

Expressive Arts and Design

Statutory Framework ELGs for assessment – Literacy

Comprehension

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.

Word Reading

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.

Writing

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.



Handwriting
Practice
Booklet



Our new words for our topic are...

Listen to them on the talking pegs.

verb

lumbing

boiling

chimney

furious

feeling

plans

stream

forest

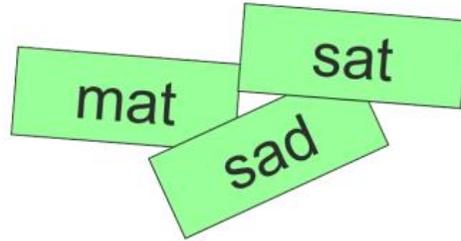
growled

first

then

next

RWI is a systematic approach to teach phonics



Teach a child to read
and keep that child reading [and talking]
and we will change everything.
And I mean everything.

English alphabetic code

- One of the most complex alphabetic codes in the world.
- 44 sounds
- Over 150+ graphemes
- Phoneme: unit of sound
- Grapheme: the smallest unit of writing
- Segment: break into smaller parts
- Blend: combine the sounds together

“Special friends”

- Special friends: When 2 or more letters make/represent the same sound.
- Digraph: 2 letters which make 1 sound
- Trigraph: 3 letters which make 1 sound
- Split digraph: a digraph which is split by a consonant

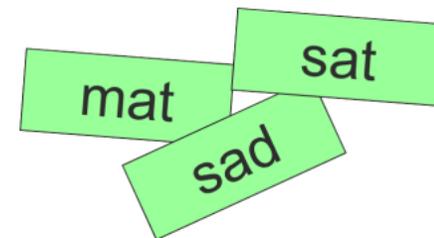
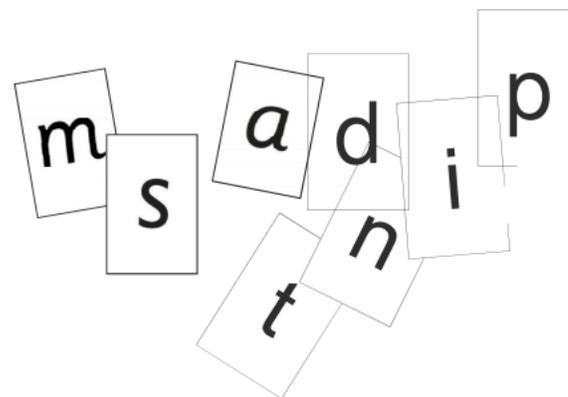
Fred Talk



Fred Fingers



Blending using Fred Talk



- Green words – words that you can read by segmenting into sounds & then blending
- Red words – words that you cannot segment & blend. You have to just learn them & remember them.

Storytime

- Read *to* your children
- Ask lots of questions and share opinions
- Improve your child's fluency with the RWI books.
- Support how your child is learning to read & spell in school (pure sounds, fred talk, fred fingers).

How can I help at home?

Read Write Inc. Book Bag Books

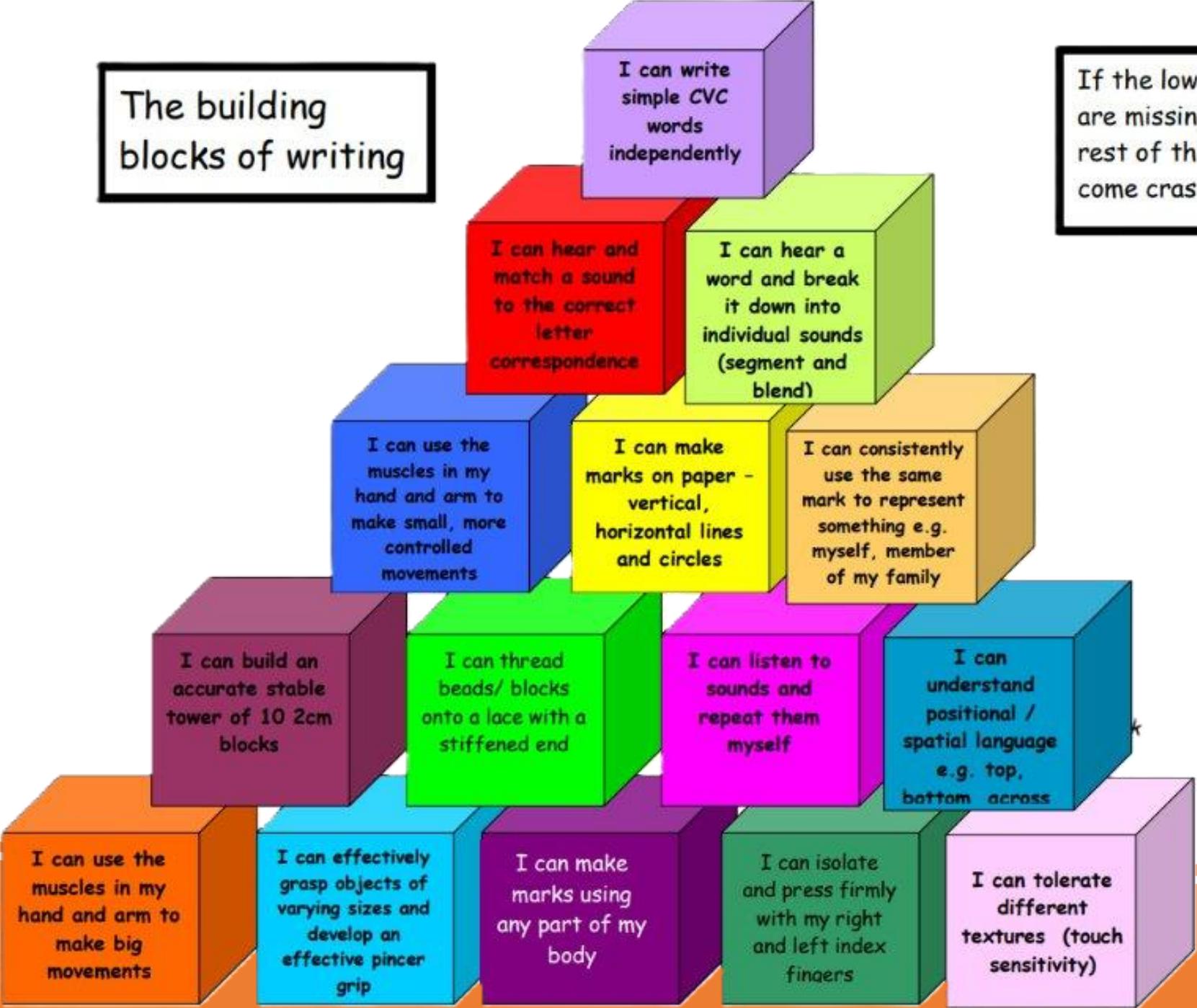


Picture books



The building blocks of writing

If the lower levels are missing then the rest of the tower will come crashing down!



Statutory Framework ELGs for assessment – Maths

Number

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.

Numerical Patterns

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.





Autumn Term 1 - Reception

I can say the numbers from 0 to 5 and back from 5 to 0 in order.

In order: 0, 1, 2, 3, 4, 5

And back again: 5, 4, 3, 2, 1, 0



Key vocabulary:

Zero
One
Two
Three
Four
Five

Activities that can be done at home:

- Counting objects around the home, making piles of 0, 1, 2, 3, 4 and 5, and then counting them in order to 5 and back. You could use: Lego, fruit, stones, leaves, sweets, pasta, toys etc.
- Looking for numbers up to 5 around the home and when you are out and about....can they count on or back from that number? "How many cars are there in the car park? How many children are on the swings?"
- Singing number songs where the numbers are going backwards: Five little speckled frogs; Five little monkeys jumping on the bed etc.



Statutory Framework ELGs for assessment – Understanding of the World

Past and Present

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.

People, Culture and Communities

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.

The Natural World

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.



Statutory Framework ELGs for assessment – 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; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

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.



Any Questions?

