



EYFS Statutory Requirement		
Area of Learning	Learning Programme	Our Curriculum
Communication and Language	<p>We should provide:</p> <ul style="list-style-type: none"> • Frequent quality conversations with adults • A language rich environment <p>Adults should:</p> <ul style="list-style-type: none"> • Comment on, echo back and add new vocabulary • Invite children to elaborate • Read frequently to children, engage them in stories, non-fiction, rhymes and poems • Provide extensive opportunities for children to use and embed new words in a range of contexts • Provide conversation, story and role play • Support and model a rich range of vocabulary and language structures 	<p>We will provide a communication-rich environment which supports, encourages and enables children to:</p> <ul style="list-style-type: none"> • Express themselves using words, gesture and/or pictures allowing them to share their interests, needs and ideas in the best way they can • Communicate their feelings and preferences in the best way they can progressing through behaviour, gesture, sign, visuals, words and sentences • Develop their speaking and listening skills • Show appreciation for the voice of others • Engage in open-ended activities and conversations • To make and talk about their own decisions and discoveries • Be ready for their next step: developing attention, understanding and confidence in expressing themselves.
Personal, Social and Emotional Development	<p>Adults should:</p> <ul style="list-style-type: none"> • Offer strong, warm and supportive relationships helping children learn how to understand their own feelings and those of others • Model and guide children to look after their own bodies, including healthy eating • Support children to: <ul style="list-style-type: none"> ○ Manage their emotions ○ Develop a positive sense of self ○ Set themselves simple goals ○ Have confidence in their own abilities ○ Persist, and wait for what they want ○ Direct their attention as necessary ○ Manage their personal needs independently ○ Make good friendships ○ Co-operate and resolve conflicts peaceably 	<p>We will support, encourage and enable children to:</p> <ul style="list-style-type: none"> • Make, communicate and talk about their own decisions and discoveries • Take pride in their own unique self and in their own achievements • Challenge themselves, try something new, be curious, take risks, explore and wonder • Become more independent in looking after themselves • Understand their emotions and impulses and how to regulate them • Play with others, building friendships and social skills • Be kind and understanding of others, knowing that their behaviour matters • Understand routines and rules, including behaving differently at different times, outdoors and inside, and to manage the transitions between • Be ready for their next step: developing the life skills they need
Physical Development	<ul style="list-style-type: none"> • Settings should: Provide opportunities for fine and gross motor development, starting with sensory explorations 	<p>We will support, encourage and enable children to:</p> <ul style="list-style-type: none"> • Make, communicate and talk about their own decisions and discoveries

	<ul style="list-style-type: none"> • Create games and opportunities to play indoors and out • Support children to develop core strength, stability, balance, spatial awareness, coordination and agility • Offer repeated and various opportunities to explore and play with: <ul style="list-style-type: none"> ○ Small world toys ○ Puzzles ○ Arts and crafts • Allow children to use small tools and to develop proficiency, control and confidence 	<ul style="list-style-type: none"> • Take pride in their own unique self and in their own achievements • Challenge themselves, try something new, be curious, take risks, explore and wonder • Become more independent in looking after themselves • Understand their emotions impulses and how to regulate them • Play with others, building friendships and social skills • Be kind and understanding of others, knowing that their behaviour matters • Understand some routines and rules, including behaving differently at different times • Understand some routines and rules that are different outside to inside and to manage the transitions between • Enjoy, experiment with and develop control in a wide variety of movements using all their body • Experience a range of tools and techniques to develop control, mark making and early writing skills • Persist, try again and solve problems in an ordered and thoughtful way • Be ready for their next step: developing the skills, strength and co-ordination of movements they need
Literacy	<p>Adults should:</p> <ul style="list-style-type: none"> • Talk with children about the world around them • Read books, stories and non-fiction with children • Enjoy rhymes, poems and songs together • Later, teach word reading involving: <ul style="list-style-type: none"> ○ Working out unfamiliar printed words (decoding) ○ Speedy recognition of familiar printed words • Support writing through: <ul style="list-style-type: none"> ○ Transcription – spelling and hand writing ○ Composition – writing down ideas and structuring them in speech, before writing them down 	<p>We will provide a language-rich environment which supports, encourages and enables children to:</p> <ul style="list-style-type: none"> • Communicate using words, gesture and/or pictures allowing them to share their interests, needs and ideas in the best way they can • Develop their speaking and listening skills so that they can tune in, listen and remember and talk about sounds • Engage in open-ended activities and conversations • Make and talk about their own decisions and discoveries • Experience a range of tools and techniques to develop control, mark making and early writing skills • Enjoy reading, story and a rich variety of words in English • Be curious about themselves, their family, their community and the world around them • Be creative and explore, extend and express their imagination, ideas and interests

		<ul style="list-style-type: none"> • Be ready for their next step: setting the foundations for a love of reading and telling stories, poems, rhymes and songs
Mathematics	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Count confidently • Have a deep understanding of numbers to 10 and the relationship between them <p>Adults should provide:</p> <ul style="list-style-type: none"> • Frequent and varied opportunities to build and apply this understanding using objects (manipulatives) and tens frames • Rich opportunities to develop spatial reasoning skills including shape, space and measures <p>Adults should support children to develop the vocabulary of mathematics</p> <p>Adults should encourage children to:</p> <ul style="list-style-type: none"> • Look for patterns and relationships, spot connections • Have a go and not be afraid to make mistakes • Talk to adults and peers about what they notice 	<p>We will support, encourage and enable children to:</p> <ul style="list-style-type: none"> • Make, communicate and talk about their own decisions and discoveries • Take pride in their own unique self and in their own achievements • Challenge themselves, try something new, be curious, take risks, explore and wonder • Be confident with recognising, using and manipulating number • Understand and explore a variety of everyday measures and concepts using a rich mathematical vocabulary • Persist, try again and solve problems in an ordered and thoughtful way • Be ready for their next step: setting the foundations for an understanding of number and how they change, everyday measures, shapes and patterns
Understanding the World	<p>Children should have the opportunity to:</p> <ul style="list-style-type: none"> • Have a wide range of experience of the world around them • Be able to sense the world around them • Listen to a broad selection of stories, non-fiction, rhymes and poems to foster an understanding of the diverse world 	<p>We will support, encourage and enable children to:</p> <ul style="list-style-type: none"> • Talk about and understand themselves, their interests and the world around them • Engage in open-ended activities and conversations • Make, communicate and talk about their own decisions and discoveries • Take pride in their own unique self and in their own achievements • Challenge themselves, try something new, be curious, take risks, explore and wonder • Enjoy, experiment with and develop control in a wide variety of movements using all their body • Persist, try again and solve problems in an ordered and thoughtful way • Be curious about themselves, their family, their community and the world around them • Be creative and explore, extend and express their imagination, ideas and interests • Explore and use their senses • Be ready for their next step: to be open to exploring and expressing new ideas, interests and experiences.
Expressive Arts and Design	<p>Children should have:</p> <ul style="list-style-type: none"> • Regular opportunities to engage with the arts • Explore and play with a wide range of media and materials • Have quality and variety to support understand, self-expression, vocabulary and the ability to communicate through the arts <p>Adults should enable:</p> <ul style="list-style-type: none"> • Frequency, repetition and depth of experience • Support interpretation and appreciation of what children hear, respond to and observe 	<p>We will support, encourage and enable children to:</p> <ul style="list-style-type: none"> • Talk about and understand themselves, their interests and the world around them • Engage in open-ended activities and conversations • Make, communicate and talk about their own decisions and discoveries • Take pride in their own unique self and in their own achievements • Challenge themselves, try something new, be curious, take risks, explore and wonder • Enjoy, experiment with and develop control in a wide variety of movements using all their body • Persist, try again and solve problems in an ordered and thoughtful way • Be curious about themselves, their family, their community and the world around them • Be creative and explore, extend and express their imagination, ideas and interests • Explore and use their senses • Be ready for their next step: to be open to exploring and expressing new ideas, interests and experiences.