



HOWLETCH LANE PRIMARY SCHOOL - SPECIFIC AREAS OF LEARNING IN THE EYFS

Literacy

Birth to three – babies, toddlers and young children will be learning to:

- Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.
- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom



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	<ul style="list-style-type: none">• the names of the different parts of a book• page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound, such as money and mother
3 and 4-year-olds will be learning to:	
	<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.• Write some letters accurately.
Children in reception will be learning to:	<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 known letter- sound correspondences.



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- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

Birth to three - babies, toddlers and young

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.



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<p>children will be learning to:</p>	<ul style="list-style-type: none">• Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.• Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.• Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.• Notice patterns and arrange things in patterns.
<p>Observation checkpoint</p>	
<p>3 and 4-year-olds will be learning to:</p>	
	<ul style="list-style-type: none">• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number 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



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are in total ('cardinal principle'). 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.

- Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.
- 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'.
- 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'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones - an arch, a bigger triangle, etc.
- 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. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



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	<ul style="list-style-type: none">• Count objects, actions and sounds.
Children in reception will be learning to:	
	<ul style="list-style-type: none">• Subitise.• Link the number symbol (numeral) with its cardinal number value.• Count beyond ten.• Compare numbers.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0-5 and some to 10.• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Continue, copy and create repeating patterns.• Compare length, weight and capacity.
Understanding the World	



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<p>Birth to three – babies, toddlers and young children will be learning to:</p>	<ul style="list-style-type: none">• Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.• Explore and respond to different natural phenomena in their setting and on trips.• Make connections between the features of their family and other families.• Notice differences between people.
<p>3 and 4-year olds will be learning to:</p>	
	<ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials. 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.• Show interest in different occupations.• 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.



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	<ul style="list-style-type: none">• Explore and talk about different forces they can feel.• Talk about the differences between materials and changes they notice.• 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.
Children in reception will be learning to:	
	<ul style="list-style-type: none">• 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.• Compare and contrast characters from stories, including figures from the past.• Draw information from a simple map.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.



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	<ul style="list-style-type: none">• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them.• Describe what they see, hear and feel whilst outside.• Recognise some environments that are different from the one in which they live.• Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	
Birth to three - babies, toddlers and young children will be learning to:	<ul style="list-style-type: none">• Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.• Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.



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	<ul style="list-style-type: none">• Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.
3 and 4-year olds will be learning to:	
	<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. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.



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	<ul style="list-style-type: none">• Explore different materials freely, 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. 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. Show different emotions in their drawings - happiness, sadness, fear, etc.• 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.• Play instruments with increasing control to express their feelings and ideas.
Children in reception will be learning to:	



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- 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.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.