



Westfield Community School

EYFS Curriculum (2021) End of Pre-school and *Reception* End of Year Expectations and National Curriculum Links

*PSED, Maths and Literacy have their own distinct area within the framework document

History

	Pre-school	Reception	ELG
Communication			Speaking <ul style="list-style-type: none"> 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.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<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. 	Past and Present <ul style="list-style-type: none"> 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.

Geography

	Pre-school	Reception	ELG
Understanding the World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> 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.

Science

	Pre-school	Reception	ELG
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 decide which materials to use to express them. Join different materials and explore different textures. 		<p><u>Creating with Materials</u></p> <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.
Understanding the World	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p><u>The Natural World</u></p> <ul style="list-style-type: none"> 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.

RE

	Pre-school	Reception	ELG
PSED	<ul style="list-style-type: none">Develop their sense of responsibility and membership of a community.	<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.	<u>Building Relationships</u> <ul style="list-style-type: none">Form positive attachments to adults and friendships with peers.Show sensitivity to their own and to others' needs.
Understanding the World	<ul style="list-style-type: none">Begin to understand the need to respect and care for the natural environment and all living things.Continue developing positive attitudes about the differences between people.	<ul style="list-style-type: none">Understand that some places are special to members of their community.Recognise that people have different beliefs and celebrate special times in different ways.	<u>People Culture and Communities</u> <ul style="list-style-type: none">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.

PE

	Pre-school	Reception	ELG
Physical Development	<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 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.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.	<ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: - rolling – crawling – walking – jumping – running – hopping – skipping – climbingProgress towards a more fluent style of moving, with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Combine different movements with ease and fluency.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility	<u>Gross Motor Skills</u> <ul style="list-style-type: none">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.

		<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – healthy eating – toothbrushing – sensible amounts of ‘screen time’ – having a good sleep routine – being a safe pedestrian 	
Expressive art and Design		<ul style="list-style-type: none"> • 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. • Explore and engage in music making and dance, performing solo or in groups. 	<p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Art

	Pre-school	Reception	ELG
Expressive Art 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 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. • Explore colour and colour mixing. • Show different emotions in their drawings – happiness, sadness, fear etc. 	<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. 	<p><u>Creating with Materials</u></p> <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. • Make use of props and materials when role playing characters in narratives and stories.

Understanding the World			The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants.
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Music

	Pre-school	Reception	ELG
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. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> 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. 	Being Imaginative and Expressive <ul style="list-style-type: none"> 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.
Physical development	<ul style="list-style-type: none"> Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 		
Communication	<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. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	