What children should know and be able to do before they leave EYFS.

Personal, Social and Emotional Development	Communication and Language Development	Physical – Fine / Gross Motor Development	Mathematics Development
Make positive relationships Dress and undress Share and take turns Wait for my turn Focus my attention Manage risk and keep myself safe Follow rules and manage my own behaviour Express and talk about my emotions Compromise and negotiate to resolve conflict Follow instructions Manage my own personal hygiene	Use different parts of speech in my talk Give reasons Speak in full sentences Participate in discussions Take turns in conversation Ask questions Retell in sequence Express opinions, feelings and ideas Use a range of vocabulary Describe and explain Use tenses and conjunctions in my talk Make positive relationships	Negotiate space and obstacles safely Demonstrate upper body strength Move in a variety of ways Demonstrate strength and stamina Control a variety of tools Use a tripod grip Demonstrate strength and stamina Co-ordinate both sides of my body to do different things at the same time Cross the mid-line Draw with accuracy Throw, catch and kick a ball	Sort, Match, Estimate, Count Give reasons for my answers Read and write numbers Recall number bonds to 10 Solve problems Identify and talk about number patterns Compare quantities Add and subtract numbers Sequence numbers Calculate Partition numbers Recognise an amount in different arrangements Recognise an amount without counting Talk about shape, space and measure using mathematical language
Literacy Development	**Understanding the World Development**	**Expressive Arts and Design Development**	**Characteristics of Effective Learning**
Reading and Comprehension Read from left to right and top to bottom Make a link between graphemes and phonemes Segment and Blend Talk about what I have read Read some common regular and irregular words with some fluency Predict what might happen in a story Understand what I have read	**History** Recall historical facts Talk about myself in a historical sense Talk about peoples roles in society Use information in books Talk about historical events Talk about life in the past Sequence events in the right order Draw conclusions of what we have found out Use time vocabulary Ask questions to find out more	**Art** Mould and sculpture Express my imagination and creativity Express my own ideas Control and manipulate different tools Use props and materials in role play Combine different materials Draw myself to include head, body, legs, arms and facial features with control Famous Artists	Use my senses to explore and investigate Try new things Think and talk about my ideas Make decisions and choices Take a risk Pretend Pay attention to detail Persist Try different ways of doing things Tackle things that might be difficult Solve problems

Use vocabulary from books in my talk and writing Retell stories I have heard **Writing** Draw on a rich store of language in my writing Use a tripod grip Use imaginative ideas in my writing Hold a sentence in my head Write a sentence or a series of connected sentences that can be read by others Spell regular and irregular words Control and manipulate a writing tool Use some capital letters and full stops in my writing Form lower case and uppercase letters correctly using anticlockwise movements and retracing vertical lines Leave spaces between words Use and talk about the features of different types of writing	Compare similarities and differences Use comparative language of the past, present and future **Geography** Talk about what it is like to live in this country and another country Talk about the similarities and differences between peoples religions and cultures Compare similarities and differences between people and events Use a simple map to find out information Talk about where they live and the key features of the local environment. Talk about the key features of different places and different countries Talk about the key features of the country they live in **Science** Record findings Talk about the properties of materials Name the parts of plants and animals Make a sensible prediction Talk about similarities and differences Draw conclusions Observe notice and make comparisons Talk about reversible and irreversible changes Talk about the characteristics of an investigation Weather and Seasons	Make different tones, shades and colours **Design and Technology** Solve problems about my creations Be creative and innovative Design and plan Make a strong structure Join materials together **Music** Expresses opinions and creativity Sing with pitch Share and talk about my creations and melody Sing a range of songs Play un-tuned and tuned musical instruments Keep a steady beat Perform to music Manipulate and combine sounds **Dance** Express my imagination Share and talk about my movements Cross the midline Move their body in different ways and different directions Balance Transfer my weight Negotiate space Move in time Follow a rhythm	Talk about what I am good at and what I find difficult Talk about what I have achieved Make connections in my learning

Computing	Cultural Capital	Well-Being	Life Skills
Recognise (online or offline) that I can say 'No', 'Please stop', 'I'll tell' to someone who makes me feel sad, uncomfortable, embarrassed or upset Recognise some ways I can use the internet to communicate Describe ways that some people can be unkind online and how this makes others feel Identify rules that help keep me safe and healthy in the home and beyond when using technology Identify some simple examples of my personal information- name, address, location, age, birthday. Describe who I could share this information with Know that work I create belongs to me. Add my name to it so others know it belongs to me Focus on algorithms, creating, patterns, logic and persevering.	**How we provide children with experiences and opportunities to help them progress and achieve success. Giving children everything they need for what comes next in their learning and development to become educated citizens.** Visit to the Museum Visit to Wednesday Market in Town Visit to the Library Visit to the local Café – order and pay Visit to Sainsbury's Visit to the Park Visit to the cinema, soft play, farm or zoo Tasting food, listening to music and celebrating our cultures Meet people from different roles within the community **We do this by including, acknowledging, and building on children's knowledge, experiences, and interests. We celebrate the cultural capital they already have too.**	**Feel Good Friday** PSED / PD Focus **Building Relationships –** Key Worker **Role Modelling –** Be calm, organised and reassuring **Keep a stress-free environment** – Create spaces where children can rest and have quiet time **Dental Health** A requirement of the EYFS guidelines: "All settings must promote the good health, including oral health, of children attending the setting." There are three main themes in good dental health: • Keep sugary and acidic food and drinks to mealtimes • Brush teeth at least twice a day with a fluoride toothpaste • Visit the dentist regularly	**Life skills provide children with important tools for development, such as independent thinking, how to socialise and make new friends.** Use a knife and fork Manage toileting and personal hygiene Dress and undress Wait, share and take turns Learn how to prepare and cook a simple recipe Ride a balance bike Sew using a running stitch