





# EYFS 'Ready, Steady, Go!'

## Spring (1) 2018

### Communication and Language

understands the use of objects e.g. scissors to cut  
understands humour (in stories)  
uses language to imagine and recreate role and experiences in play situation e.g. pretending to be a fire fighter or a train driver

### Mathematics

place numbers in order to 5, 10 or 20  
solve problems including doubling  
measure short periods of time in different ways  
uses the language of more/fewer  
estimates how many objects they can see and check by counting  
can describe relative position such as behind, next to  
become familiar with money/coins  
orders 2 or 3 items by length or height  
begins to use mathematical names for solid 3D shapes

### English

links sounds to letter names  
recognises rhythm in spoken words  
uses vocabulary that is increasingly influenced by books read  
knows that information can be retrieved from books and computers  
writing own name  
writing labels e.g. for models that they make  
writes captions and short sentences  
uses clearly identifiable letters to communicate meaning

### Physical Development

uses one-handed tools and equipment e.g. scissors  
holds pencil near the point between first two fingers and thumb and uses it with good control  
handles tools, objects, construction and malleable materials safely and with increasing control  
shows a preference for a dominant hand

### Personal, Social, Emotional Development

Talks freely about their home life  
Can talk about what they are good at  
Shows awareness of own feelings and understand that their actions will affect others  
Initiates play and invites others to join them  
Starts to take steps to resolve conflicts with other children

### Understanding the World

talks about why things happen and how things work  
asks questions and explains changes e.g. when making boats from different materials  
shows an interest in different occupations

### Expressive Arts and Design

sings a few familiar songs  
manipulates materials to achieve a planned effect  
begins to move rhythmically  
understands that different media can be combined to create new effects  
imitates movement in response to music; taps out simple rhythms  
plays cooperatively as part of a group to develop and act out a narrative  
introduces a story line into play

### Technology

Chooses to use the smart board or an iPad  
Uses a range of age appropriate programmes

