# EYFS Foundational Skills 2026-27 – linked to Development Matters

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Communication and Language | • Children will respond to their name<br>• Children will understand how to listen carefully<br>• Children will know why listening is important<br>• Children will join in with songs and rhymes | | • Children will learn new vocabulary and will be supported to use new vocabulary through the day<br>• Children will begin to describe events in sine detail<br>• Children will be supported in using social phrases<br>• Children will retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words | | • Articulate their ideas and thoughts in well-formed sentences<br>• Children will connect one idea or action to another using a range of connectives<br>• Children will use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen<br>• Engage in non-fiction books | |
| Personal, social and emotional development | • Children will see themselves as a valuable individual<br>• Children will build constructive and respectful relationships<br>• Children will know how to wash their hands correctly<br>• Children will begin to understand and follow classroom expectations. | | • Children will express their feelings and consider the feelings of others<br>• Children will be able to identify and moderate their own feelings socially and emotionally<br>• Children will know and talk about the different factors that support their overall health and wellbeing:<br>-regular physical exercise<br>-healthy eating<br>-toothbrushing<br>-screen time | | • Children will show resilience and perseverance in the face of challenge<br>• Children will develop problem-solving skills by talking through how they and adults resolve a problem or difficulty.<br>• Children will think about the perspectives of others | |

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| | | -Good sleep<br>-Being a safe pedestrian | |
| Physical development | • Children will develop the skill of lining up and queuing<br>• Children will know the basics of how to eat with good manners<br>• Holding pencils, pen and crayons effectively.<br>• Children will understand the range of sitting, kneeling and lying positions used in Kinetic Letters. | • Children develop their small motor skills so that they can use a range of tools competently, safety and confidently<br>• Children use core strength to achieve a good posture when sitting at a table or sitting on the floor<br>• Children start to progress towards a more fluent style of moving, with developing control and grace<br>• Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group | • Children will develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions<br>• Children will combine different movements with ease and fluency<br>• Children have developed the foundations of a handwriting style which is fast, accurate and efficient<br>• Develop confidence, competence and precision and accuracy when engaging in activities that involve a ball. |
| Literacy | • Children will know that books/stories are to be enjoyed and treasured<br>• Children have an Understanding of how books work (front cover, pages, turning pages).<br>• Children will know that sounds are represented by a letter(s)<br>• Children will understand that they are able to blend sounds, so that they can read short words.<br>• Children will know that each letters are formed with a starting point and set direction. | • Children will blend sounds into words, so they can read short words made up of known letter-sound correspondences<br>• Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment<br>• Children will spell words by identifying the sounds and then writing the sound with letter/s<br>• Children will learn the skill of re-reading what they have written to check that it makes sense. | • Children will read individual letters by saying the sounds for them<br>• Children will read some letter groups that each represent one sound and say sounds for them<br>• Children will read a few common exception words matched to the schools phonic programme<br>• Children will form lower-case and capital letters correctly<br>• Children will write short sentences with words with known sound-letter correspondences using a capital letter and full stop |

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| Maths | • Children will know that groups of objects can be counted.<br>• Children will know that to count they must say the numbers in order and match one number to each item<br>• Children will learn the skill of 'subitising' – using fingers.<br>• Children will be shown that they can select, rotate and manipulate shapes when building/making pattens. | • Children will link the number symbol (numeral) with its cardinal number value<br>• Children will count beyond 10<br>• Children will compare numbers using the vocabulary 'more than' 'less than' 'fewer'<br>• Understand the 'one more than/one less than' relationship between consecutive numbers | • Automatically recall number bonds for numbers 0-5 and some to 10<br>• Children can com[are length, weight and capacity<br>• Children can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can<br>• Continue, copy and create repeating patterns |
| Understanding the World | • Children will be able to name and describe people who are familiar to them<br>• Children talk about members of their immediate family<br>• Children explore the natural world around them<br>• Children will be aware of changes in the weather and understand the effect of changing seasons on the natural world around them | • Children will comment on images of familiar situations in the past<br>• Children will compare and contrast characters from stories, including figures from the past (RE)<br>• Children will understand that some places are special to members of their community<br>• Describe what they see, hear and feel whilst outside | • Children will draw information from a simple map<br>• Recognise some environments that are different from the one in which they live<br>• Recognise that people have different beliefs and celebrate special times in different ways (RE)<br>• Children will recognise some similarities and differences between life in this country and life in other countries |
| Expressive Arts and design | • Children will listen attentively, move to and talk about music, expressing their feelings and responses<br>• Sing in a group or on their own, increasingly matching the pitch and following the melody<br>• Develop storylines in their pretend play | • Children will watch and talk about dance and performance art, expressing their feelings and responses<br>• Children will be taught that they can return to and build on their previous learning, refining ideas and developing their ability to represent them | • Explore and engage in music making and dance, performing solo or in groups<br>• Children use and refine a variety of artistic effects to express their ideas and feelings<br>• Create collaboratively, sharing ideas, resources and skills |

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