 **EYFS expectations at Urmston Primary School**

This document aims to make clear the expectations we have for our children within the Early Years Foundation Stage (EYFS). It documents the progression from Nursery to Reception in regards to the Characteristics of Effective Learning, behaviour and the seven areas of learning.

**Characteristics of Effective Learning**

The Characteristics of Effective Learning (engagement, motivation, thinking) underpin all teaching and learning in EYFS.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will show curiosity about objects and the world around them  | Will be able to choose ways to investigate the world around them |
| Will be able to choose activities independently | Will demonstrate a ‘can do’ attitude and will seek out challenge |
| Will be able to represent their experiences in different ways, for example, through role playing familiar roles such as playing families | Will persevere with activities when difficulties occur, trying out different methods |
| Will be able to focus for sustained periods on activities of their choosing  | Will make predictions and test ideas |
| Will be able to bounce back when faced with difficulties | Will evaluate their work and identify things that went well and things that can be improved upon |
| Will feel safe to take a risk  | Will understand that they can get better at things with effort and practice |
| Will be able to share their own ideas |  |

**Behaviour at Urmston Primary School**

Our school values are embedded throughout the curriculum and reinforced daily. These values include respect, responsibility and resilience, being kind, being happy and being proud. From the very start of the year, the children are supported in creating their own classroom rules in line with these values.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will use kind hands and feet and have kind manners | Will treat adults and peers with respect |
| Will be able to work co-operatively with others  | Will be able to work co-operatively with others  |
| Will be able to work co-operatively with others  | Will begin to resolve disagreements without causing upset  |
| Will be able to follow daily routines | Will be able to sit and concentrate during adult led activities of up to twenty minutes |
| Will be able to follow simple instructions | Will be able to take responsibility for tidying up areas of their classroom |
| Will be able to use pictorial cues in the environment to help them tidy their resources | Will be able to follow more complex instructions with more than one action |
|  | Will begin to complete some adult directed activities independently |

**Personal, Social and Emotional Development**

Personal, Social and Emotional Development is comprised of three strands: Making Relationships, Managing Feelings and Behaviour and Self-Confidence and Self Awareness. We model behavioural expectations from when children enter the EYFS including daily routines such as washing hands and tidying up and how to take turns, share and work co-operatively. Role play and stories are also used to reinforce ways of managing feelings and behaviour.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will demonstrate good use of manners such as saying please and thank you | Will be able to take turns and work co-operatively |
| Will talk confidently to familiar adults and friends | Will be able to discuss different ways of approaching or solving a problem |
| Will be able to approach a familiar adult and ask for help if needed | Will be able to talk about things they are good |
| Will be able to take turns and share resources | Will be able to choose activities and resources independently |
| Will be able to talk about things that make them feel happy, sad, frightened etc | Will be confident to share ideas and opinions within familiar groups |
| Will be able to wait patiently for a short period of time until their needs are met | Will be able to talk about their own and others’ feelings and how they are shown |
| Will be able to join in with lining up and tidy up time |  |
| Will be able to say sorry |  |

**Communication and Language**

Communication and Language is made up of the areas Listening and Attention, Understanding and Speaking. Staff model language expectations throughout the school day and language is broadened as new story and topic vocabulary is regularly shared and discussed. Children are encouraged to use their confident voice and speak in full sentences and show attention as others are speaking.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will be able to listen and discuss stories they have heard | Will listen attentively in a range of situations including carpet sessions and assemblies |
| Will join in with songs and rhyme | Will be able to have conversations with others, asking and answering questions such as why and how |
| Will be able to follow simple instructions | Will respond appropriately to stories by joining in with retellings, discussing events and answering questions that demonstrate understanding |
| Will be able to answer a variety of questions such as who, what, where, when | Will follow a series of simple instructions correctly. |
| Will be able to understand prepositions such as under and over | Will use past, present and future tenses correctly |
| Will be able to retell past events in the correct order | Will have a go at using new vocabulary for example ‘ravenous’ instead of ‘hungry’. |
| Will use past, present and future tense |  |

**Physical Development**

 Physical development has two aspects: Moving and Handling and Health and Self-Care. Each week, the children in Reception take part in PE lessons with specialised sports coaches as well as their class teacher during which they are taught a variety of team games, develop gymnastic skills using a range of equipment, carry out activities to develop their ball skills and learn and explore their own dance moves. Our Nursery children have the opportunity to use climbing and balancing equipment in the outdoor area, they take part in active games and dances and develop their ball skills through various activities. Children are encouraged to be independent throughout the school day. They put on their coats, manage their own belongings (such as book bags and shared reading books) and collect their lunch independently.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will be able to move in a variety of ways such as running, skipping, jumping, crawling | Will be able to travel around, under, over and through balancing and climbing equipment |
| Will be able to throw, catch and kick a large ball | Will be able to use a range of tools such as cutlery, playdough cutters, hammers, the sellotape dispenser and hole punchers with good control |
| Will be able to use one handed equipment such as scissors to cut and snip | Will be able to hold scissors correctly and use to cut paper accurately |
| Will be able to hold a pencil using a tripod grip | Will use a tripod grip when writing to form letters correctly |
| Will be able to copy some letters | Will manage all of their own toileting needs |
| Will be able to put on their coat independently | Will undress and dress independently for P.E. |
| Will visit the toilet independently | Will fasten zips and buttons on their coat |
| Will understand the need to wash hands after visiting the toilet and before eating or baking. | Will be able to talk about measures they can take to remain healthy such as brushing teeth and limiting sugary foods and consuming a balanced diet |
| Will be able to tell an adult when they are feeling tired, hungry etc | Will be able to talk about the effect exercise has on the body |

Literacy

Literacy in the EYFS is composed of two areas: reading and writing. Children must be able to apply their phonic knowledge when reading and writing and must demonstrate a good understanding of what they have read and written.

**Reading**

At Urmston Primary, Phonics is taught using the ‘Letters and Sounds’ programme combined with the Jolly Phonics songs, actions and visual aids.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will be able to talk about their favourite rhymes and stories | Will begin to recognise patterns and similarities within the texts they have read |
| Will be able to listen attentively to stories and talk about the characters and events | Will be able to recognise all single letter sounds as well as the Phase 3 digraphs and trigraphs  |
| Will be able to retell class stories using actions | Will be able to use their phonic knowledge alongside their segmenting and blending skills in order to read new words. |
| Will be able to hold books the correct way, turn pages and know that text (in English) is read left to right | Will have a growing knowledge of high frequency words, including tricky words. |
| Will be able to recognise their own name in written form | Will be able to read their reading book (chosen to match phonic ability) with fluency |
| Will be able to identify the initial sounds in words for example, a for apple | Will begin to use a range of strategies to read unfamiliar words such as using pictorial, grammatical and contextual cues |
| Will be able to blend and segment common CVC words for example, c-a-t, cat | Will be able to answer comprehension questions about the texts they have read |
| Will begin to recognise some of the sounds that letters represent |  |

Writing

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will give meaning to the marks they make | Will hold a pencil using a tripod grip |
| Will be able to hold a pencil using a tripod grip | Will be able to form letters correctly and sit them on a line |
| Will be able to write their own name using correct letter formation | Will use their phonic knowledge when writing and spell some high frequency words correctly |
| Will be able to write some letters of personal significance, e.g. m for mummy. | Will be able to read back their writing |
|  | Will be able to write a sentence using finger spaces, capital letters and full stops |
|  | Will be able to write a sentence using finger spaces, capital letters and full stops |
|  | Will know some basic features of different writing genres including story writing, letter writing and instructions |
|  | Will improve sentences using descriptive language |
|  | Will begin to extend sentences using simple conjunctions, e.g. because, so. |

Maths

Within EYFS, maths is split up into two aspects, Number and Space, shape and measure. At Urmston Primary, we have a structured approach to teaching maths through our topic work. The skills learned are continuously revisited throughout the year and built upon further.

**Number**

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will be able compare two groups of objects and identify which group has more and which group has fewer objects | Will be able recite, recognise, order and compare numbers to twenty |
| Will be able to recite numbers in order to ten | Will be able to say the number that is one more than or one less than a number |
| Will be able to count ten objects using one to one correspondence | Will be able to find the total number of objects in a group and will be able to count on to solve addition problems |
| Will be able to count out up to six objects from a larger group | Will be able to use objects to solve doubling, halving and sharing problems |
| Will be able to represent numbers in different ways for example, using toys, mark making and clapping | Will be able to estimate how many objects are in a group |
| Will be able to recognise that there are up to four objects by sight (subitise | Will begin to count in groups of twos, fives and tens |
| Will be able to match some numerals and quantities correctly | Will form numbers 1-10 correctly when writing  |
| Will be able to find the total number of objects in two groups by counting (within ten) | Will solve problems by counting in 2s, 5s and 10s |
|  | Will begin to say some number bonds to 10 |
|  | Will begin to partition numbers practically into 10s and 1s. |

Space, shape and measure

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will recognise the four basic shapes (circle, triangle, rectangle, square) | Will be able to name and describe 2D and 3D shapes |
| Will talk about shapes in their environment | Will be able to compare three or more objects by their length, height, weight and capacity, using comparative language e.g. shorter, taller, wider, narrower, heavier, lighter, etc. |
| Will use the language of measure within their play for example, large, small, tall, short, heavy, light, full empty | Will use everyday language to describe time |
|  | Will measure the length of height of an object using a non-standard unit |
| Will be able to compare two objects by length, height, weight and capacity | Will be able to recognise coins (1p, 2p, 5p, 10p and 20p) and know that they represent a value |
| Will be able to sort objects using one criterion such as colour | Will be able to describe and follow instructions involving position and direction |
| Will be able to recreate a repeating pattern | Will be able to extend and create their own repeating patterns |
|  | Will begin to make small totals using coins |
|  | Will use measure when solving a problem |
|  | Will begin to show o’clock and half past times on an analogue clock. |

Understanding of the World

Understanding the World consists of the areas: People and Communities, The World and Technology. In the EYFS we use a cross-curricular approach so that links will be made between texts that children will be studying in literacy and their knowledge of the world around them. Children take part in a range of experiences such as cookery and trips to further develop their awareness of the world around them.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will be able to talk about their families and friends | Will be able to talk about different events they celebrate such as Christmas, Eid, Diwali |
| Will be able to talk about their own past experiences such as celebrating birthdays or going on holiday | Will be able to talk about similarities and differences they share with others |
| Will be able to talk about the world around them and things they have observed | Will be able to talk about changes that take place such as seasonal changes and explain why somethings occur |
| Will be begin to be aware of similarities and differences | Will be able to talk about the area where they live and compare it to other environments |
| Will be able to make toys work by pushing buttons, lifting levers | Will be able talk about how technology is used at home and in school |
| Will be able to complete a familiar application on the iPad | Will be able to choose a particular application on the iPad or computer and use it accordingly |

Expressive Arts and Design

Expressive Arts and Design is made up of the strands Exploring Media and Materials and Being Imaginative. Children have access to creative materials daily in the EYFS which they can use as they please to respond to different experiences. Literacy lessons include drama activities where children have the opportunity to take on different roles and act out familiar stories. Singing plays a large role in the Early Years, with songs being learned to support routines throughout the day, to celebrate different occasions and seasons, to support children’s learning and new topics as well as just for pure enjoyment! The children take part in music lessons where they learn about different aspects of music and share their feelings towards it. The children also have opportunities to explore the sound of instruments and create their own music.

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| **By the end of Nursery, children:** | **By the end of Reception, children:** |
| Will join in with familiar rhymes and dances | Will create with a purpose in mind, for example, using a box and tissue paper to create a dog bed |
| Will tap and clap simple rhythms | Will be able to choose the tools and materials they will need to create for example, hole-puncher and string |
| Will use instruments to explore how sounds can be changed | Will experiment with songs, dance and musical instruments, making changes to existing pieces or creating their own |
| Will explore colour and explore how colours can be mixed | Will be able to develop stories with others, using props to support their play |
| Will use toys such as Duplo and wooden blocks to build and balance | Will be able to represent their ideas in different ways using role-play, props and toys, drawing, play dough and materials such as paint and clay |
| Will use props to support them in creating stories during their play |  |
| Will act out familiar roles and experiences during role play such as visiting the shops or hair dressers |  |