

## EYFS End points

EYFS Framework	Sticky knowledge	Skills	Key vocabulary	National curriculum link
Communication an Language				
<b>ELG: Listening, Attention and Understanding</b>				
<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<p>Children will demonstrate good listening and will know why they need to listen.</p> <p>Children ask questions to help them find out more or ask questions to clarify what has been said.</p> <p>Children articulate their thoughts and ideas, engaging in conversations with their teachers and peers.</p>	<p>Listening</p> <p>Concentrating</p> <p>Engaged</p> <p>Curious</p> <p>Questioning</p> <p>Thinking</p> <p>Choosing</p> <p>Identifies</p> <p>Connecting ideas</p>	<p>Listening</p> <p>Questioning</p>	<b>Literacy</b>
<b>ELG: Speaking</b>				
<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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.</li> </ul>	<p>Children will use new vocabulary taught and be able to be part of discussions in different situations.</p> <p>Children talk about why things might happen. They use new vocabulary taught. They engage with non-fiction, rhymes and poems.</p> <p>Children are able to express themselves using full sentences.</p>	<p>Connecting ideas</p> <p>Describing</p> <p>Comparing</p> <p>Engaged</p> <p>Representing</p> <p>Talking</p> <p>Relevant comments</p>	<p>New vocabulary taught (see weekly planning)</p> <p>Storytelling</p>	<b>Literacy</b>
Personal, Social and Emotional				
<b>ELG: Self-Regulation</b>				
<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in</li> </ul>	<p>Children will be able to identify their own feelings and talk about them. They will learn about positive behaviours and the difference between right and wrong.</p> <p>Children will learn to understand and talk about the different viewpoints of others.</p> <p>Children will build up their resilience and will choose not to give up when a challenge occurs.</p>	<p>Thinking</p> <p>Making links</p> <p>Identify</p> <p>Recognise</p>	<p>Feelings</p> <p>Emotions</p> <p>Happy</p> <p>Sad</p> <p>Excited</p> <p>Scared</p> <p>Calm</p> <p>Loved</p> <p>worried</p> <p>Think</p>	<b>RHSE</b>

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activity, and show an ability to follow instructions involving several ideas or actions.	Children will focus their own attention, engage in activities and follow the rules that have been set.		Friend Difference Similarities	
<b>ELG: Managing Self</b>				
<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- Manage their own basic hygiene and personal needs, including dressing going to the toilet and understanding the importance of healthy food choices.</p>	<p>Children will persist with an activity and look for a new way to solve the problem. They will ask for help when needed from their peers and adults so they learn how to solve a problem on their own the next time the problem occurs.</p> <p>Children will show good listening skills and will be able to listen to each other and their adults.</p> <p>They will be able to follow instructions and follow rules by listening.</p> <p>Children will be able to talk about what they need to stay healthy and why it is important.</p> <p>They will practise good hygiene and wash their hands.</p> <p>Children will gain independence in learning their own needs. .</p>	<p>Problem solving Seeks challenge Testing Checking Persistent Resilient Positive Enjoying Attuned to others Explain Choose Identify</p>	<p>Resilience Challenge Relationship Peer Friend Respect Healthy Hygiene Balanced diet Exercise Rest Relax Clean Wash hands</p>	<b>RHSE</b>
<b>ELG: Building Relationships</b>				
<p>- Work and play cooperatively and take turns with others.</p> <p>- Form positive attachments to adults and friendships with peers.</p> <p>- Show sensitivity to their own and to others' needs.</p>	<p>Children will show good listening skills and will be able to listen to each other and their adults. They will be able to follow instructions and follow rules by listening.</p> <p>Children will work together to achieve an end goal and will have strategies to share the toys or activities that are wanted at the same time.</p> <p>Children will be able to express their feelings to their peers and adults. They will be able to tell someone if they are hurt or upset and why.</p> <p>Children will learn to consider others feelings and how our actions can effect somebody's feelings.</p>	<p>Identifies Talking Understands Positive Enjoying Attuned to others</p>	<p>Relationship Peer Friend Respect Feelings Emotion Understand/ consider Happy Sad Scared Angry</p>	<b>RHSE</b>

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Physical				
<b>ELG: Gross Motor Skills</b>				
<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Children will negotiate space freely and safely.</p> <p>Children will be able to move freely and confidently over apparatus.</p> <p>Children will develop their overall body strength and co-ordination.</p> <p>Children will be able to move in a range of ways confidently.</p>	Pulling Pushing Clambering Climbing Wriggling Carrying Lifting Hanging Crawling Stacking Rotating	Over Under High Low Climbing Safely Balance Strength Gather Follow Lead Gallop Sprint Run Skip	<b>PE</b>
<b>ELG: Fine Motor Skills</b>				
<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	Children will be able to use tools confidently and safely, e.g. a pencil for drawing, scissors for cutting, knives, forks and spoons for eating.	Manipulating Poking Gripping Squeezing Squirting Stirring Pulling Pushing Brushing Handling	Skills Cutting Drawing Chopping Threading Writing Painting	
Literacy				
<b>ELG: Comprehension</b>				
<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p>Children will be able to retell a story using story language and their own words</p> <p>Children will be able to predict what happens next in the story.</p> <p>Children will learn new vocabulary and be able to use it in their day to day lives.</p>	Representing Sequencing Concentrating Engaged Role- playing Organises Anticipates	TBC	<b>Literacy</b>

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ELG: Word Reading				
<div>- Say a sound for each letter in the alphabet and at least 10 digraphs.</div> <div>- Read words consistent with their phonic knowledge by sound blending.</div> <div>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</div>	<div>Children will be able to blend sounds together to be able to read words.</div> <div>Children will be able to recognise diagraphs in order to read words.</div> <div>Children will be able to read simple words and phrases including common exception words.</div>	<div>Motivated</div> <div>Concentrating</div> <div>Focused</div> <div>Trying</div> <div>Engaged</div> <div>Considering</div> <div>Finding</div> <div>Recognises</div> <div>Labels</div> <div>Identifies</div> <div>Revisiting</div> <div>Checking</div>	<div>Reading</div> <div>Blending</div> <div>Segmenting</div> <div>Words</div> <div>Sounds</div> <div>Letters</div> <div>Phonemes</div>	Literacy
ELG: Writing				
<div>- Write recognisable letters, most of which are correctly formed.</div> <div>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</div> <div>- Write simple phrases and sentences that can be read by others.</div>	<div>Children will be able to form lower case and capital letters correctly.</div> <div>Children will use the sounds learnt to write words.</div> <div>Children will be able to understand what a sentence is.</div> <div>They will be able to write a sentence using a capital letter and full stop.</div>	<div>Focused</div> <div>Concentrating</div> <div>Identifying</div> <div>Proud</div> <div>Representing</div> <div>Stimulated</div> <div>Identifying similarities and differences</div> <div>Making links</div> <div>Reviewing</div> <div>Comprehending</div> <div>Planning</div> <div>Checking</div> <div>Records</div> <div>Chooses</div> <div>Sequences</div>	<div>Sounds</div> <div>Letters</div> <div>Phonemes</div> <div>Diagraphs</div> <div>Words</div> <div>Segmenting</div> <div>Blending</div> <div>Caption</div> <div>Sentence</div> <div>Finger space</div> <div>Capital letter</div> <div>Full stop</div> <div>Lower case letter</div>	Literacy
Mathematics				
ELG: Number				
<div>- Have a deep understanding of number to 10, including the composition of each number.</div> <div>- Subitise (recognise quantities without counting) up to 5.</div> <div>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</div>	<div>Children will be able to represent numbers to 10 in lots of different ways.</div> <div>Children will understand what individual numbers look like in a variety of ways, e.g. 5 steps on a number line, 5 chocolate buttons, 5 dots on a dice, 5 jumps, etc.</div> <div>Children will be able to identify how many there is in different arrangements.</div> <div>Children will be able to recall all number bonds for numbers 0-5 and some to 10.</div>	<div>Chooses</div> <div>Identifies</div> <div>Exploring</div> <div>Sequencing</div> <div>Noticing</div> <div>Thinking</div> <div>Understanding</div>	<div>Subitise</div> <div>Amount</div> <div>Quantity</div> <div>How many?</div> <div>One to ten</div> <div>Number bonds</div>	Mathematics

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<b>ELG: Numerical Patterns</b>				
<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p>Children will confidently count to 20.</p> <p>They will be able to confidently count beyond 20.</p> <p>Children will be able to compare different quantities. They will be able to describe their comparisons using ‘more than’,</p>	<p>Chooses</p> <p>Identifies</p> <p>Orders</p>	<p>Numbers one to twenty.</p> <p>Numbers beyond 20,</p> <p>Twenty</p> <p>Thirty</p> <p>Forty</p> <p>Fifty</p> <p>Sixty</p> <p>Seventy</p> <p>Eighty</p> <p>Ninety</p> <p>One hundred</p>	<b>Mathematics</b>
<b>Understanding the World</b>				
<b>ELG: Past and Present</b>				
<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Children will talk about their families and people they know who are in their community.</p> <p>Children will be able to make comments about images of the past.</p> <p>Children will be able to make comparisons and contrasts about characters from stories, including figures from the past.</p>	<p>Talking</p> <p>Connecting ideas</p> <p>Comparing</p> <p>Contrasting</p> <p>Curious</p> <p>Engaged</p> <p>Fascinated</p> <p>Describing</p> <p>Labels</p>	<p>Family</p> <p>Mummy</p> <p>Daddy</p> <p>Brother</p> <p>Sister</p> <p>Pet</p> <p>Step Dad/Mum</p> <p>Uncle</p> <p>Auntie</p> <p>Cousin</p> <p>Godparents</p> <p>Great auntie/ uncle/ grandparents</p> <p>Friends</p> <p>Community</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Compare</p> <p>Historical figure</p> <p>Significant</p> <p>Important</p>	<p><b>RE</b></p> <p><b>History</b></p>
<b>ELG: People, Culture and Communities</b>				
<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> </ul>	<p>Children will be able to find information from a simple map.</p> <p>E.g. they can point to the school on a map.</p> <p>Understand that some places are special to members of their community.</p>	<p>Exploring</p> <p>Curious</p> <p>Comparing</p> <p>Describing</p> <p>Engaged</p> <p>Concentrating</p> <p>Explaining</p> <p>Broadening vocabulary.</p>	<p>Map</p> <p>Road</p> <p>Village</p> <p>Town</p> <p>City</p> <p>School</p> <p>Aerial</p> <p>Town</p> <p>Village</p>	<b>Geography</b>

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- 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.	Children will be able to recognise and talk about similarities and differences between the country they live in and other countries.		Path House Flat Temple Synagogue Church Memorial Community Places of worship- church, temple, synagogue, mosque.	
<b>ELG: The Natural World</b>				
<p>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- 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.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Children will be able to explore and talk about the world around them.</p> <p>Children can talk about the similarities and differences between their own environment and other environments.</p> <p>Children will be able to talk about the seasons and the effects it has on the natural world.</p>	<p>Exploring Curious Interested Seeking Motivated Energised Thinking Choosing Describing Questioning Connecting ideas Comparing Noticing Observing associating Classifying Records Labels Explaining</p>	<p>TBC</p> <p>Seasons Weather Year Autumn Winter Spring Summer Sun Rain Snow Hail Cloudy Storm Thunder</p>	<b>Science</b>
<b>Expressive Arts and Design</b>				
<b>ELG: Creating with Materials</b>				
<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>- Share their creations, explaining the process they have used.</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p>	Children will be able to find a range of ways to express their ideas and feelings through lots of different medias.	<p>Exploring Enjoying Creating Choosing Stimulated Testing Comparing Describing</p>	<p>Colour Explore Shade Light Dark Tone Red Blue Yellow Green Orange Pink Purple etc. Primary colours Secondary colours Teamwork</p>	<p><b>Art</b></p> <p><b>Design and Technology</b></p> <p><b>Art</b></p>

EYFS End points

			Collaborative Resourceful Sharing	
<b>ELG: Being Imaginative and Expressive</b>				
<p>- Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>- Sing a range of well-known nursery rhymes and songs.</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Children will be able to make up stories when they are in their pretend play.</p> <p>Children will be able to sing on their own and sing as part of a group.</p> <p>Children will be able to engage in making music and perform dances.</p>	<p>Participating Role- playing Pretending Energised Fascinating Enjoying Thinking Planning Comprehending Constructing Chooses Anticipates</p>	<p>Listen Louder Quieter Smaller Bigger High Low Quick Slow</p>	<p><b>Drama</b></p> <p><b>Music</b></p> <p><b>Music</b></p>