



# EYFS Long Term Plan 2023 - 2024

At Newton Burgoland Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others.



**The New Early Years Framework 2021**

**PRIME AREAS**

**Communication and Language**

Listening, Attention and Understanding

Speaking

**Personal & Social Development**

Self-Regulation

Managing Self

Building Relationships

**Physical Development**

Gross Motor Skills

Fine Motor Skills

**Creating & Thinking Critically**

**Active Learning**

**Playing and Exploring**

**LITERACY**

- ✓ Comprehension
- ✓ Word Reading
- ✓ Writing

**MATHS**

- ✓ Number
- ✓ Numerical Patterns

**UNDERSTANDING THE WORLD**

- ✓ Past & Present
- ✓ People, Culture & Communities
- ✓ The Natural World

**EXPRESSIVE ARTS & DESIGN**

- ✓ Creating with Materials
- ✓ Being Imaginative & Expressive

**SPECIFIC AREAS**

## AUTUMN

## SPRING

## SUMMER

### CHARACTERISTICS OF EFFECTIVE LEARNING

#### **Playing and exploring:**

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

#### **Active learning:**

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

#### **Creating and thinking critically:**

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### OVER ARCHING PRINCIPLES

#### **Unique Child**

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

#### **Positive Relationships**

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

#### **Enabling environments**

Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

#### **Learning and Development:**

Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

## AUTUMN

### OUR BRITISH VALUES

ASSEMBLIES  
PSHE  
CIRCLE TIMES

### MUTUAL RESPECT

We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.

### PARENTAL INVOLVEMENT

Staggered Start  
Open mornings  
Parents Evening  
Harvest  
Parent surveys  
WOW moments  
Phonics & Early Reading  
workshop  
Nativity  
Carol service  
2023 Intake -Open Evening  
TAPESTRY ONLINE JOURNAL

## SPRING

### RULE OF LAW

We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.

Parents Evening  
Parent surveys  
Open mornings  
Class 1 assembly  
Easter service  
Wow moments

TAPESTRY ONLINE JOURNAL

## SUMMER

### DEMOCRACY

We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.

Maypole  
Summer reports  
Open mornings  
Parent surveys  
WOW moments

Induction for new parents

TAPESTRY ONLINE JOURNAL

## AUTUMN

## SPRING

## SUMMER

### GENERAL THEMES

NB: These themes may be adapted at various points to allow for children's interests to flow through the provision

### ALL ABOUT ME!

Starting school / getting to know my new class  
Being me in my world  
My home and where I live  
Looking after my body  
Nurses and Florence Nightingale and how things have changed.  
My family and PSED focus on what am I good at  
Being kind and making friends

### MY WONDERFUL WORLD

Where do we live in the UK?  
How my school has changed.  
Kings and Queens.  
Where is London? How can we travel there?  
Making a sculpture of a London landmark.  
Make bunting for a Queens birthday party.

### AT THE SEASIDE!

Who lives under the sea?  
Holiday clothes and packing.  
Where in the world shall we go?  
Send me a postcard!  
Marine life  
Lighthouses and Grace Darling

### ENRICHMENT OPPORTUNITIES

Autumn nature walk linked to the story  
Remembrance Day / Harvest Time  
Birthday celebrations in the home corner  
Halloween  
Bonfire Night / Diwali/ Christmas Time  
Remembrance day / Road Safety  
Florence Nightingale workshop visit  
Children in Need / Anti- Bullying Week  
Whole school trip to Sundown Land  
Christmas time / Nativity

Easter time  
Nature Scavenger Hunt  
Vincent Van Gogh Study  
Mother's Day  
Queen's Birthday  
Science Week  
Easter Egg Hunt  
Chinese New Year  
Story Telling Week  
Random Acts of Kindness Week  
Valentine's Day  
Internet Safety Day

Under the Sea – singing shanties  
Sealife Centre Visit  
world Ocean's Day  
Fathers Day  
Healthy Eating Week  
School Maypole Festival  
Ice Cream Van visit

# AUTUMN

# SPRING

# SUMMER

## COMMUNICATION AND LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies .

### DAILY STORY TIME

#### Welcome to EYFS

Settling in activities Making friends Children talking about experiences that are familiar to them through the use of news from home books. Rhyming and alliteration Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

#### Tell me a story!

Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understands how to listen carefully and why listening is important – introducing talking partners. Use new vocabulary through the day. Carefully chosen stories to develop the children's vocabulary.

#### Tell me why!

Using language well. Encourage and model the use of how and why questions during new time. Discovering Passions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events in some detail during new time and in the puppet area. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.

#### Talk it through!

Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Sustained focus when listening to a story

#### What happened?

Re-read some favourite stories/ stories we have uses in our learning to revisit and consolidate vocabulary and events – making our learning sticky!

#### Time to share!

Show and tell Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places with different weather types, dinosaurs and seaside destinations. Model using the features of non-fiction books.

**PERSONAL,  
SOCIAL &  
EMOTIONAL  
DEVELOPMENT**

**MANAGING  
SELF**

**SELF-  
REGULATION**

**AUTUMN**

Introduction to a new setting  
Class boundaries and routines  
Feelings of self as part of a  
class, school, family and  
community  
Forming relationships  
Sharing and taking turns  
Feelings of self as part of the  
wider world  
Anti-bullying week

**SPRING**

Awareness of needs of others  
Resolving conflict  
Respect for own culture and the  
culture of others  
Knowing how to care for others  
and living things  
Talk about their own and others  
behaviour and its consequences

**SUMMER**

Sharing  
Take into account  
others ideas  
Organise own activities

Controlling own feelings and behaviours  
Applying personalised strategies to return to a state of calm  
Being able to curb impulsive behaviours  
Being able to concentrate on a task  
Being able to ignore distractions  
Behaving in ways that are pro-social  
Planning  
Thinking before acting  
Delaying gratification  
Persisting in the face of difficulty.

## AUTUMN

## SPRING

## SUMMER

### PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### FINE MOTOR

Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.

Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.

Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks

### GROSS MOTOR

Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting

Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.

Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Obstacle activities children moving over, under, and through equipment. Races / team games involving gross motor movements dance related activities.



# AUTUMN

# SPRING

# SUMMER

## LITERACY

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

## COMPREHENSION

Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.

Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.

Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.

## WORD READING

### Follow Little Wandle SSP

**Phonic Sounds:** s a t p i n m d g o c k c k e u r  
h b f l ff ll ss j v w x y z zz qu ch sh th ng nk

**Tricky words:** is I the put\* pull\* full\* as and  
has his her go no to into she push\* he of we  
me be

### Follow Little Wandle SSP

**Phonic Sounds:** ai ee igh oa oo oo  
ar or ur ow oi ear air er

**Tricky words:** was you they my by  
all are sure pure

### Follow Little Wandle SSP

**Phonic learning:** Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC  
CCCVCC • longer words and compound words  
**Tricky words:** said so have like some come  
love do were here little says there when what  
one out today

**Reading simple sentences with fluency.**  
**Reading CVCC and CCVC words confidently.**

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### TEXTS AS A STIMULUS

Ruby's Worry, The Colour Monster, Tidy, Oliver's Vegetables, Oliver's fruit salad, The 3 Little Pigs, We are all Different! Rama and Sita, Owl Babies, The Christmas Story.

The Queens Hat, Katie in London, The Way Back Home, Here we are, The Snail and the Whale, We're Going on a bear hunt, Percy the park keeper, The Easter Story.

The Train Ride, The Lighthouse Keepers Lunch, Tiddler The Tickly Octopus, What the Ladybird Heard, At the Seaside, The Storm Whale, Sharing a Shell,

### WRITING

Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip.

Children will start to give meaning to marks and labels.

Writing initial sounds and simple captions.

Use initial sounds to label characters / images.

Children will begin to write letters from their names. Name writing.

Sequence stories such as Rama & Sita, The Christmas story.

Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.

Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.

Writing short sentences to accompany story maps.

Order the Easter story.

Labels and caption  
Character descriptions. Write 2 sentences

Guided writing based around developing short sentences about sea creature facts / marine habitats.

Writing lists e.g. what would we pack to take to seaside?

Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.

Form lower-case and capital letters correctly.

Rhyming words.

Recount of our trip to the Sealife Centre..

Beginning to use full stops, capital letters and finger spaces.

# AUTUMN

# SPRING

# SUMMER

## MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

**Early Mathematical Experiences** • Counting rhymes and songs • Classifying objects based on one attribute • Matching equal and unequal sets • Comparing objects and sets. • Subitising. • Ordering objects and sets / introduce manipulatives. • Number recognition. • 2D Shapes.

**Pattern and early number** • Recognise, describe, copy and extend colour and size patterns • Count and represent the numbers 1 to 3 • Estimate and check by counting. • Recognise numbers in the environment. • A number a week

**Numbers within 6** • Count up to six objects. • One more or one fewer • Order numbers 1 – 6 • Conservation of numbers within six Addition and subtraction within 6 • Explore zero • Explore addition and subtraction

**Measures** • Estimate, order compare, discuss and explore capacity, weight and lengths

**Shape and sorting** • Describe, and sort 2-D & 3-D shapes • Describe position accurately

**Calendar and time** • Days of the week, seasons • Sequence daily events

**Numbers within 10** • Count up to ten objects • Represent, order and explore numbers to ten • One more or fewer, one greater or less

**Addition and subtraction within 10** • Explore addition as counting on and subtraction as taking away Numbers within 15 • Count up to 15 objects and recognise different representations • Order and explore numbers to 15 • One more or fewer.

**Grouping and sharing** • Counting and sharing in equal groups • Grouping into fives and tens • Relationship between grouping and sharing

**Numbers within 20** • Count up to 10 objects • Represent, order and explore numbers to 15 • One more or fewer

**Doubling and halving** • Doubling and halving & the relationship between them

**Shape and pattern** • Describe and sort 2D and 3D shapes • Recognise, complete and create patterns

**Addition and subtraction within 20** • Commutativity (e.g.  $3+2$  is the same as  $2+3$ ) • Explore addition and subtraction • Compare two amounts • Relationship between doubling and halving Money • Coin recognition and values

**Measures** • Describe capacities • Compare volumes • Compare weights • Estimate, compare and order lengths

**Depth of numbers within 20** • Explore numbers and strategies • Recognise and extend patterns • Apply number, shape and measures knowledge • Count forwards and backwards

**Numbers beyond 20** • One more one less • Estimate and count • Grouping and sharing

# AUTUMN

# SPRING

# SUMMER

## UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Science History Geography RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness

Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. • Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. • Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. • Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. • Introduce children to different occupations. Introduce children to significant figures (Florence N) • Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. • Long ago – How time has changed. • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.

Listening to stories and placing events in chronological order. Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. • Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Materials: Floating / Sinking – boat building Metallic / non-metallic objects • Seasides long ago – Magic Grandad • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Use bee-bots on simple maps. Encourage the children to use navigational language. Introduce children to significant figures (Grace Darling) and begin to understand that these events happened before they were born. • Can children differentiate between land and water. • Take children to places of worship and places of local importance to the community.

# AUTUMN

Join in with familiar songs.

Beginning to mix primary colours to make secondary colours.

Joins in with role play games and uses resources available for props; build models using construction equipment.

Sings call-and-response songs, echoing phrases adults sing.

Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.

Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.

Provide opportunities to work together to develop and realise creative ideas.

Use different textures and materials to make houses for the three little pigs

Listen to music and make their own dances in response.

Clay diva lamps/salt dough Christmas baubles.

Firework pictures, Christmas decorations, The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.

Role Play Party's and Celebrations Role Play of The Nativity

# SPRING

Making paper lanterns, Chinese writing, puppet making, Chinese music and composition

Encourage children to create their own music.

Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes.

Retelling familiar stories

Collage animals / Making houses.

Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers

Mother's Day crafts

Easter crafts

Home Corner role play

Artwork themed around the UK / The Seasons

Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc

Simple joining techniques for sewing to make bunting.

# SUMMER

Sand pictures / Rainbow fish collages

Lighthouse designs

Paper plate jellyfish

Puppet shows: Provide a wide range of props for play which encourage imagination

Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.

Colour mixing, wax resistant painting – underwater pictures.

Father's Day Crafts

Learn sea-shanties and dances and perform it.

Listen to music and make their own dances in response.

Artwork themed around the seaside/ The summer

Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating sea creature masks.

**COMMUNICATION  
AND LANGUAGE**

END OF YEAR  
EXPECTATIONS

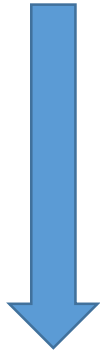
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FIT JUDGEMENT



**PERSONAL,  
SOCIAL AND  
EMAOTIONAL  
DEVELOPMENT**

END OF YEAR  
EXPECTATIONS

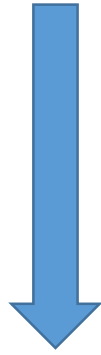
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**PHYSICAL  
DEVELOPMENT**

END OF YEAR  
EXPECTATIONS

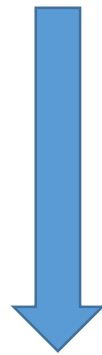
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**LITERACY**

END OF YEAR  
EXPECTATIONS

HOILSTIC / BEST  
FIT JUDGEMENT



**MATHEMATICS**

END OF YEAR  
EXPECTATIONS

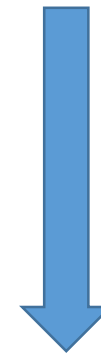
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**UNDERSTANDING  
THE WORLD**

END OF YEAR  
EXPECTATIONS

HOILSTIC / BEST  
FIT JUDGEMENT



**EXPRESSIVE ART  
AND DESIGN**

END OF YEAR  
EXPECTATIONS

HOILSTIC / BEST  
FIT JUDGEMENT



**ELG: Listening, Attention and Understanding**

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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.

**SELG: Self-Regulation** how an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.

**ELG: Gross Motor Skills**

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG: Fine Motor Skills**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

**ELG: Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.

**ELG: Word Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

**ELG: Number**

Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - 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.

**ELG: Numerical Patterns**

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.

**ELG: The Natural World**

Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.

**ELG: Creating with Materials**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

