



EYFS End of Year Expectations
Foundation Stage 1 and 2
2021-22

Retelling and recalling

- Sequences stories/ events (not always in order)
- Identifies characters/ settings/ events in stories
- Knows that print carries meaning and is read, in English, from left to right

Fine motor skills

- Handles tools with increasing control e.g. paint brushes, glue spreaders, playdough tools etc.
- Shows a dominant hand
- Uses the basis of a 3 finger pencil grip

Vocabulary acquisition

- Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books

Sound discrimination

- Hears initial sounds
- Can orally blend/ segment simple CVC words
- Identifies sounds in words.

Letter knowledge

- Can copy/ write own name
- Hears initial sounds and begins to use letters to identify meaning e.g. 'd' is for daddy
- Writes for a range of purposes e.g. a shopping list, a letter, a picture (Not always using correct letters)

Prediction

- Joins in with familiar rhymes and stories
- Begins to predict what might happen in stories

Literacy Skills **Nursery**

Writing Skills Reception

Tricky/ common exception words

- Use a variety of tricky/ common exception words in writing

Sentence construction (Robbie Robot)

- Says the sentence they are going to write
- Writes sentences which can be read by others
- Shows awareness of capital letters and full stops
- Uses finger spaces to separate words in a sentence

Segmenting and blending

- Identifies sounds in words, correctly identifying and using 10+ diagraphs
- Identifies sounds in order for writing

Grapheme/ phoneme correspondence

- Secure with identifying and using at least 10 diagraphs
- Recognition of level 1 and 2 (some 3 vowel diagraphs) alphabetic code

Fine motor skills

- Handles and shows control whilst using a variety of tools including, paint brushes, playdough tools, rollers etc.
- Uses a dominant hand
- Uses a tripod pencil grip
- Forms most letters correctly

Reading Skills Reception

Retelling and recalling

- Sequence stories and narratives in their own words, using recently introduced vocabulary
- Identifies characters, settings, problems and solutions

Prediction

- Joins in with predictable stories
- Makes suggestions for what might happen next/ at the end?

Segmenting and blending

- Blend words containing level 2/3 sounds
- Distinguish individual sounds including at least 10 diagraphs.
- Reads captions and simple sentences
- Read books which match their phonic ability

Verbally rote count to 10

Fluency/ comprehension

- re-read sentences with increasing fluency.
- Re-read familiar books with increasing fluency
- Answering questions about what they have read

Tricky/ common exception words

- Read by sight a variety of tricky/ common exception words

Vocabulary acquisition

- Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books
- Identifies new/ unknown vocabulary in stories, rhymes, poems and non-fiction books

Maths Skills

Nursery

Shape and space (Spatial reasoning)

- Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Select shapes appropriately e.g. triangular prism for a roof.
- Understand and use positional language
- Make comparisons between objects relating to size, length, weight and capacity.

Verbally rote count to 10

Number patterns

- Extend and create simple AB patterns
- Talks about and identifies patterns around them e.g. stripes on clothes, designs on rugs
- Spotting and exploring errors in repeating patterns
- Begin to describe a sequence of events (real or fictional), using words such as first, then, etc.

Number rhymes

- Explores simple composition of number through rhymes e.g. 5 little frogs – 2 frogs on the log, 3 in the pool
- Knows and sings a selection of number rhymes

Numbers to 5

- Subitise small amounts of up to 3 objects
- Link numeral and quantity up to 3
- Count reliably to 5, and beginning to count beyond 5
- Say one number name for each item in order 1,2,3,4,5
- Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')
- Show 'finger numbers' up to 3
- Solve real world mathematical problems up to 3
- Experiments with own symbols and marks as well as numerals

Compare quantities

- Sorts objects by a variety of criteria
- Describes similarities and differences
- Compares quantities by 'more than', 'less than' and 'the same'

Maths Skills

Reception

Number patterns

- Explore, continue and create patterns (including AB, ABB and ABBC)
- Odds and evens
- Doubles and sharing
- Use stepping patterns to identify more/ less number patterns

Number rhymes and stories

- Use number rhymes and stories to explore composition of number and mathematical concepts

Shape and space (Spatial reasoning)

- Select rotate and manipulate shapes e.g. magnetic tiles, tangrams, blocks
- Compose and decompose shapes, recognising that shapes can have other shapes within them, e.g. 2 triangles can make a square.

Numbers to 10

- Subitise numbers to 5, and use subitising skills to begin to identify larger numbers e.g. 5 and 2 is 7
- Know 1 more and 1 less.
- Recall double facts
- Knows number bonds to 10, with rapid recall of numbers to 5
- Know the composition of numbers to 10 and use different examples to show this.

Compare quantities

- More than
- Less than
- Equal to
- Be able to share practically between different groups
- Compare length, weight and capacity

Verbally count to 20 and beyond

- Counts objects, actions and sounds

Developing sense of self

- Name and talk about own feelings, sometimes using props as a support e.g. colour monster book
- Manage own basic hygiene (toileting, washing hands, feeding self, drinking)
- Talk about likes and dislikes

PSED Skills Nursery

Building relationships

- Work and play co-operatively with others e.g. building simple role play in the home corner
- Show empathy to the feelings of others e.g. comforting another child when they are upset.
- Know they belong to the class community
- Form good bonds with adults and peers
- Take turns with others, sometimes with support.

Follow rules

- Beginning to understand right and wrong and follow classroom rules e.g. tidying up independently
- Follow simple 2-part instructions e.g. put on your coat and then go outside.

Developing a sense of self

- Develop confidence in new activities
- Identify feelings of themselves and others and suggest ways to improve feelings e.g. if they are feeling angry/upset.
- Set and work towards own goals, identifying the steps they need to take.
- Manage own basic hygiene
- Be resilient and persevere

Building relationships

- Work and play co-operatively with others, listening to each other and incorporating/elaborating on each others ideas.
- Show empathy to the feelings of others
- Take turns with others
- Show tolerance of others
- Form good bonds with adults and peers

PSED Skills Reception**Follow rules**

- Know right and wrong
- Follow 2 + part instructions
- Modifying behaviour

Communication Skills Nursery

Listening skills

- Respond to questions and instructions directed to them.
- Follow 2 part instructions
- Take part in short exchanges with others – listening and responding to adults and peers.
- Take turns in conversation
- Songs, rhymes and stories:
 - Join in with repeated refrains in rhymes and stories
 - Retell/ recite some familiar songs/ rhymes/ stories

Speaking

- Articulate and speak clearly
- Speak in 4-6 word sentences
- Explain feelings in simple terms e.g. "I am sad because..."
- Express wants and needs, such as asking for particular resources.
- Use simple conjunctions to connect ideas such as 'and' and 'because'.
- Use some positional language
- Retell a story/ event (not always in the correct order)
- Join in with repeated refrains in stories/ rhymes
- Describe
- Recount and retell

Communication Skills

Reception

Listening skills

- Ask appropriate questions of others
- Respond appropriately in conversation with others. Adapting and expanding on ideas shared by others.
- Remembers some key features of a story without the use of pictures or prompts.

Rules of speech

- Past, present and future forms
- Sentences and conjunctions

Speaking

- Articulate and speak clearly
- Speak in full sentences
- Articulates and explains ideas/ feelings
- Expands explanations by reasoning e.g. "I think this..... Because....."
- Predicts what will happen in stories/ rhymes/ events
- Describes using more complex vocabulary and descriptive language e.g. the castle was shimmering.
- Recount and retell stories/ events in order.
- Use new vocabulary
- Offer explanations for why things might happen.

Physical Development Skills Nursery

Movement (Gross motor skills)

- Use 2 hands to pick up heavy objects, and with support seek assistance to move heavier objects.
- Balance on one foot for a short time.
- Be able to climb up/ walk across/ jump off climbing equipment with support.
- Be able to throw and catch a large ball.
- Run in a straight line
- Confidently ride the red and yellow bikes.
- Sit on the balance bikes and 'scoot' self along.
- Gallop (pre-skipping)
- Large up and down/ circular movements

Fine motor skills

- Making snips in paper with scissors
- Digging, scooping, pouring
- Able to use a spoon to feed self/ cups to drink
- Paint brushes – large movements – circular, up and down
- Use tweezers to pick up/ move large objects e.g. pasta, pom poms etc.
- Thread beads/ large objects onto string/ pipe cleaners.

Pencil control

- Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures.
- Basis of pencil grip
- Dominant hand

Physical Development Skills

Reception

Pencil control

- Draw pictures with accuracy, pictures show more detail.
- Hold mark-making equipment with a tripod grip
- Most letters formed correctly

Fine motor skills

- Scissor skills – cut around and along shapes
- Digging, scooping and pouring with accuracy
- Cutlery use
- Paint brushes – smaller, more detailed movements
- Tweezers – smaller objects such as sequins, beads etc.
- Show more control over threading e.g. weaving with smaller objects, sewing (Binka)

Movement

- Negotiate space and obstacles when running and using equipment.
- Be able to move heavier objects independently. Show awareness of how to move objects safely e.g. seeking support from another person when objects are too heavy.
- Show increasing co-ordination when hitting (bat and ball), throwing, catching and kicking balls.
- Be able to climb up/ walk across/ jump off climbing equipment confidently/ independently.
- Begin to hop and skip.
- Use balance bikes and scooters confidently.

Understanding the World Skills Nursery

Past and present – History

- Able to say who they are and who they live with
- Can talk about any pets they may have
- Can talk about some members of their family.
- Sequence family members by size and name (baby, child, adult)
- Comments on fictional characters in stories.
- Shares similarities between characters, figures or objects.
- Comments on pictures of experiences in their own life “this was me at the farm...”

Culture and Community - RE and Geography

- Shows an interest in different occupations
- Comments on recent pictures of celebrations in their own life. “This is me celebrating Diwali...”
- Knows there are special places of worship.
- Knows there are differences between what believe.
- Develop positive attitudes about differences between people.
- Know there are some other countries/ cities

The Natural World – Science and Geography

- Respect and care for the environment – classroom/ outdoors
- Talk about what they see in their own environment (school/home)
- Talk about and describe different types of houses, including where they live.
- Hands on exploration using senses.
- Explore collections of materials and identify similar and different properties
- Explore the world around them and explore how things work.
- Explores and talks about forces (push and pull)
- Changing seasons – understand that the weather changes, and in different places you find different weather.
- Identify suitable clothing for different weather.
- Understand the difference between plants and animals.
- Plant seeds and care for growing plants with support.
- Know the life cycle of a butterfly.

The Natural world – Science and Geography

- Recognise some environments are different, and use stories/ non-fiction texts/ pictures to compare and contrast environments around the world.
- Talks about differences between materials and the changes they notice.
- Explores the natural world around them
- Explores non-contact forces (gravity and magnetism)
- Explores and talks about changing states (freezing/ melting, floating/ sinking)
- Names seasons and begin to understand the effect of seasons on the natural world, discussing when and how things grow.
- Can talk about different life cycles
- Understands the need to respect and care for the natural environment and all living things.
- Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.

Understanding the World **Skills Reception**

Past and present - History

- Use books and stories to find out/ identify information.
- Compare and contrast characters from stories, sharing similarities and differences.
- Compare and contrast historical figures and objects, sharing similarities and differences.
- Know about significant individuals.
- Draw on own life story and those of familiar people.
- Discuss similarities and differences between people in their family.
- Identify emergency situations and know who to call.
- Identify similarities and differences between jobs.

Culture and Community – RE and Geography

- Use aerial photographs/ simple maps to locate objects in 'real life'
- Can draw own simple maps
- Knows there are 4 countries in the UK, and can name some other countries.
- Make comparisons between life for children in different countries
- Comment on and compare different religious celebrations e.g. Eid, Diwali, Christmas
- Knows why religious venues are special
- Begins to explain what others celebrate.

Art and Design Skills Nursery

Explore

- Colour – Recognise colours/ choose colours for a purpose.
- Begin to use primary colours to mix secondary colours.
- Can use thick paint brushes
- Print with blocks, sponges and fruit
- Draws potato people (no neck or body)
- Draw things that they observe.
- Draw simple things from memory e.g. a cat.
- Use glue sticks independently and use glue spatulas with support.
- Adds other materials to develop models (tissue paper, glitter etc.)
- Adds additional textures e.g. describes as bumpy or smooth
- Beginning to weave
- Builds walls to create enclosed spaces, beginning to add towers, roofs etc.
- Manipulates playdough in different ways (e.g. rolls, cuts, squashes, pinches, twists etc.)

Music

- Responds to music – verbally and using movement.
- Talks about how music makes them feel
- Copies basic actions and begins to learn short dance routines.
- Watches dances and performances
- Sings a selection rhymes/ songs from memory
- Sings in a group and tries to keep in time.
- Able to name a wide variety of instruments (drum, tambourine, maraca, triangle)
- Plays a given instrument to a simple beat

Imaginative play

- Develop storylines
- Plays with familiar resources
- Uses own experiences to develop storylines e.g. going on a bus/ car ride
- Participates in small world play related to rhymes and stories
- Create and use small world set ups
- Creates their own piece of art and gives meaning.
- Works independently to develop basic skills.
- Begins to work with a friend, copying ideas and developing skills together

Art and Design Skills Reception

Explore

- Mix primary colours to make secondary colours
- Add white or black paint to alter tint or shade of colours.
- Can use thin brushes to add details
- Can independently select additional tools (stamps, rollers etc.) to improve their painting.
- Create patterns or meaningful pictures when printing.
- Draws with detail (bodies appropriately sized, limbs and additional features, observational drawing/ painting)
- Beginning to draw self-portraits, landscapes and building/ cityscapes
- Joins items in a variety of ways (Sellotape, masking tape, string, split pins)
- Knows how to improve models (scrunch, twist, fold, bend, roll)
- Knows how to secure boxes, toilet rolls, decorate bottles.
- Use improved vocab to describe e.g. flexible, rough, rigid)
- Weave/ simple sewing (Binka)
- Build models which replicate those in real life, using a variety of resources (loose parts, blocks, junk modelling)
- Makes something with clear intentions.

Music

- Make music – making/ following rhythms
- Understands emotion through music and can describe music in simple terms e.g. 'happy', 'sad' or 'scary'
- Move to music – to the beat/ with more rhythm
- Learns some dance routines, matching pace
- Shares likes/ dislikes about dances/ performances
- Selects own instruments and plays them in time to music
- Can change the tempo and dynamics whilst playing
- Knows how to use a wide variety of instruments
- Sings in a group and by themselves, matching pitch and following melody
- Sings a selection of songs/ rhymes from memory.

Imaginative play

- Adapt and use familiar narratives and experiences to develop storylines
- Use/ make props to support role play
- Enhances small world play with resources that they pretend are something else e.g. blue material to be water
- Begins to paint on other materials e.g. card, fabric, clay
- Returns to work on another occasion to edit and improve
- Creates collaboratively, sharing ideas with peers and developing skills further.

