

EYFS Trimley St Mary Primary School	
<b>Writing</b>	<b>Fine Motor Skills (writing)</b>
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p>Children at the expected level of development will:</p> <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>
<b>Reading</b>	<b>Communication and Language</b>
<p><b><u>Comprehension</u></b></p> <p>Children at the expected level of development will:</p> <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><b><u>Word Reading</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Children at the expected level of development will:</li> <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><b><u>Listening, Attention and Understanding</u></b></p> <p>Children at the expected level of development will:</p> <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; 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>
<b>Personal, Social and Emotional Development</b>	<b>Personal, Social and Emotional Development (cont)</b>
<p><b><u>Self Regulation</u></b></p> <p>Children at the expected level of development will: -</p> <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 activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	<p><b><u>Managing self</u></b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

	<p><b><u>Building Relationships</u></b></p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>
<p><b>Mathematics Number</b></p>	<p><b>Mathematics Numerical Patterns</b></p>
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number; 14</li> <li>• Subitise (recognise quantities without counting) up to 5;</li> <li>• 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.</li> </ul>	<p>Children at the expected level of development will:</p> <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><b>Understanding The World</b></p>	<p><b>Expressive Arts and Design</b></p>
<p><b><u>Past and Present</u></b></p> <p>Children at the expected level of development will:</p> <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><b><u>People, Cultures and Communities</u></b></p> <p>Children at the expected level of development will: -</p> <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> <li>• 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.</li> </ul> <p><b><u>The Natural World</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants; 15</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in</li> </ul>	<p><b><u>Creating with Materials</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• 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.</li> </ul>

<p>class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
<p><b>Characteristics of Effective Learning</b></p>	
<p><b>Creating and Thinking Critically</b></p>	<p><b>Active Learning</b></p>
<p><b><u>Having their own ideas:</u></b></p> <ul style="list-style-type: none"> <li>•Thinking of ideas</li> <li>•Finding ways to solve problems</li> <li>•Finding new ways to do things</li> </ul> <p><b><u>Making links:</u></b></p> <ul style="list-style-type: none"> <li>•Making links and noticing patterns in their experience</li> <li>•Making predictions</li> <li>•Testing their ideas</li> <li>•Developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b><u>Choosing ways to do things:</u></b></p> <ul style="list-style-type: none"> <li>•Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>•Checking how well their activities are going</li> <li>•Changing strategy as needed</li> <li>•Reviewing how well the approach worked</li> </ul>	<p><b><u>Being involved and concentrating:</u></b></p> <ul style="list-style-type: none"> <li>•Maintaining focus on their activity for a period of time</li> <li>•Showing high levels of energy, fascination</li> <li>•Not easily distracted</li> <li>•Paying attention to details</li> </ul> <p><b><u>Keeping on trying:</u></b></p> <ul style="list-style-type: none"> <li>•Persisting with activity when challenges occur</li> <li>•Showing a belief that more effort or a different approach will pay off</li> <li>•Bouncing back after difficulties</li> </ul> <p><b><u>Enjoying achieving what they set out to do:</u></b></p> <ul style="list-style-type: none"> <li>•Showing satisfaction in meeting their own goals</li> <li>•Being proud of how they accomplished something – not just the end result</li> <li>•Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>
<p><b>Playing and Exploring</b></p>	<p><b>Playing and Exploring continued</b></p>
<p><b><u>Finding out and exploring:</u></b></p> <ul style="list-style-type: none"> <li>•Showing curiosity about objects, events and people</li> <li>•Using senses to explore the world around them</li> <li>•Engaging in open-ended activity</li> <li>•Showing particular interests</li> </ul> <p><b><u>Playing with what they know:</u></b></p> <ul style="list-style-type: none"> <li>•Pretending objects are things from their experience</li> <li>•Representing their experiences in play</li> <li>•Taking on a role in their play</li> <li>•Acting out experiences with other people</li> </ul>	<p><b><u>Being willing to ‘have a go’:</u></b></p> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>•Seeking challenge</li> <li>•Showing a ‘can do’ attitude</li> <li>•Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>