

## EYFS Reception Intent: Term by Term expectations 2020-2021

### Statement of Intent

At Two Gates Primary, children in our Early Years Phase follow the Early Years Foundation Stage Curriculum (EYFS). The curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative and critical thinkers.

Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of language, basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in young lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We believe that cultural capital is about giving our children the best possible start in life and their future successes. We know that children arrive at our setting with different experiences than others and that building communication between home and school, engaging our parents at the earliest opportunity, is vital to the continuing development of our young children, particularly the most disadvantaged.

Throughout their time in the EYFS, children develop a sense of belonging to our school community. They develop the confidence and skills which enable them to make decisions and self-evaluate, make connections and become lifelong learners. Our learning environments both inside and out, are stimulating and exciting; relevant to the needs and age/stage of our children. Natural backing and resources help to promote a calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently.

We intend:

- To work in partnerships with parents to encourage independent, happy learners who thrive in school and reach their full potential from their various starting points.
- To understand and follow children's interests, provide new and meaningful opportunities which develop their knowledge and skills set, consolidate prior learning, deepen knowledge and ensure that all children meet their next steps throughout our EYFS Curriculum.
- To create an indoor and outdoor environment which stimulates children's imagination, curiosity and creativity.
- To prepare children for their next stage in education and to reach the Early Learning Goals at the end of the Foundation Stage, ensuring that all children make at least expected progress from their starting points.
- To ensure a smooth and seamless transition from EYFS to KS1.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer 1	End of Summer Term ELG
<b>C&amp;L Listening, Attention and Understanding</b>	Listen with interest and recall when being read to during small groups. Join in with repeated refrains. Is able to follow directions.	Listen attentively and respond to what they hear by responding with comments and actions when being read to during small group interactions. Make comments about what they have heard when looking at pictures.	Listen attentively and respond to what they hear by answering relevant questions, responding with comments and actions when being read to during small group interactions.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during small group interactions. Make comments about what they have heard and <b>ask questions</b> to clarify their understanding.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during <b>whole class discussions</b> and small group interactions.

		Hold conversation when engaged in back-and-forth exchanges with their teacher.	Make comments about what they have heard when <b>asked questions to clarify their understanding</b> . Hold conversation when engaged in back-and-forth exchanges with their teacher <b>and peers</b> .	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	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.
<b>C&amp;L Speaking</b>	Uses vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play e.g. "This box is my castle" Use sentences of four to six words. <b>Answer simple why questions?</b>	<b>Participate in small groups</b> , using vocabulary focussed on objects and people that are of particular importance to them. Comments on things that they have observed. Express their ideas and feelings about their experiences using full sentences, most of the time, including <b>use of past tense</b> with modelling and support from their teacher. Use <b>props and puppets</b> to retell a story.	Participate in small groups, using <b>recently introduced vocabulary</b> . Offer explanations for <b>why things have happened</b> , making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences <b>consistently using full sentences</b> , including use of past and present tenses with modelling and support from their teacher. <b>Beginning to use connectives (and, because)</b> . Retell stories in role-play.	Participate in small group and <b>one-to-one discussions</b> , using recently introduced vocabulary. <b>Offer explanations for why things might happen or to solve a problem</b> , 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 <b>future tenses</b> and making use of simple conjunctions, with modelling and support from their teacher. Retell stories using their own words (some exact repetition).	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.
<b>PSED Self-Regulation</b>	Communicate how they are feeling, demonstrating this by selecting a simple pictorial emotion.	Show an understanding of their own feelings. Work towards simple goals, being able to wait for what they want. Give focused attention to what the teacher says, beginning to respond appropriately, showing an ability to follow instructions involving ideas or actions.	Show an understanding of their own feelings, and begin to <b>regulate their behaviour</b> . Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate. Give focused attention to what the teacher says, beginning to respond appropriately when <b>engaged in activity</b> , and show an ability to <b>follow instructions involving ideas or actions</b> .	Show an understanding of their own feelings and <b>those of others</b> , 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 <b>even when engaged in activity</b> , and show an	Show 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 <b>even when engaged in activity</b> , and show an ability to

				ability to follow instructions involving ideas or actions.	follow instructions involving several ideas or actions.
<b>PSED Managing self</b>	Is outgoing towards unfamiliar people and confident in new social situations. Select and use resources and activities with support.	Be confident to try <b>new activities</b> and show independence. Can explain the rules of the classroom, knowing right from wrong. Puts on own clothing such as <b>coat, cardigan, gloves etc.</b> Usually dry and clean during the day. Can <b>talk about and categorise</b> the different food they eat. Joins in with physical education. Washes hands effectively.	Be confident to try new activities and show <b>independence and resilience</b> . <b>Explain the reasons for rules</b> , knowing right from wrong. <b>Zips</b> own coat. Can name some of the food groups. Can talk about the different exercises they do. Knows to wash hands before eating/drinking/cooking.	Be confident to try new activities and show independence, resilience and perseverance. Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>Fasten and unfasten buttons</b> . Can talk about the good <b>practices they can do to stay healthy</b> . Can talk about the foods which you should have <b>more or less of</b> . Can explain the importance of <b>exercise, sleeping, hygiene</b> .	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.
<b>PSED Building Relationships</b>	Plays in a group and can initiate play with others.	Work and play cooperatively and take turns with others. Form a positive attachment to an adult and friendships with peers. Demonstrate friendly behaviour towards others.	Work and play cooperatively and take turns with others. Form positive attachments to <b>adults</b> and friendships with peers. <b>Show sensitivity to their own needs</b> .	Work and play cooperatively and <b>take turns with others</b> . Form positive attachments to adults and friendships with peers. Show sensitivity to <b>their own and to others' needs</b> .	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.
<b>PD Gross Motor</b>	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	<i>Fundamental skills</i> <i>Dance</i>  Experiments with different ways of moving.  Combine movements in dance with ease and fluency.	<i>Gymnastics</i> <i>Ball skills</i>  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately.	<i>Games</i> <i>Athletics (Sports Day)</i>  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	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

<p><b>PD Fine Motor</b></p>	<p>Shows a preference for a dominant hand. Able to accurately copy a cross, circle, horizontal and vertical straight lines and square from pre-writing shapes.</p>	<p>Uses a pencil, in a finger grip, showing a preference for a dominant hand, effectively to form some recognisable letters. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials: *Paintbrush *Drawing media e.g. oil pastels, crayons *Glue spreader *Seloptape *Scissors Creates simple representations of events, people and objects -Draw a face</p>	<p>Uses a pencil in the modified tripod grip, effectively to form recognisable letters of the letters of the alphabet. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials: *Hole punch *Split pins Creates simple representations of events, people and objects -A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively in the tripod grip in almost all cases, to form recognisable letters, most of which are correctly formed. Uses simple tools to effect changes to materials: *Hole punch *Split pins Creates simple representations of events, people and objects -A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair</p>	<p>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.</p>
<p><b>Literacy Comprehension</b></p>	<p>Listen with interest and recall when being read to during small groups.</p>	<p>Can answer simple retrieval questions about a text which has been read to them. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Demonstrate understanding when talking with others about what they have read. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>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 role-play.</p>
<p><b>Literacy Word Reading</b></p>	<p>Recognises own name and other familiar signs such as logos. Group words with the same initial sounds Recognise rhyming words</p>	<p>Hears and says initial sounds in words Can orally blend. Can segment the sounds in simple VC and CVC words containing set 1 sounds and blend them together and knows which letters represent some of them.</p>	<p>Can segment the sounds in simple CVC, CCVC and CVCC words containing set 1 and set 2 sounds and blend them together within a phrase. Read phase 3 red words by sight.</p>	<p>Can segment the sounds in simple CVC, CCVC and CVCC words containing set 1 and set 2 sounds and blend them together within a sentence. Read phase 4 red words by sight.</p>	<p>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</p>

	Count or clap syllables in a word	Link sounds to letters, naming the letters of the alphabet. Continues a rhyming string. Read phase 2 red words by sight.			their phonic knowledge, including some common exception words.
<b>Literacy Writing</b>	Shows a preference for a dominant hand. Able to copy a cross, circle, horizontal and vertical straight lines and square from pre-writing shapes accurately. Write some or all of their name. Write some letters accurately.	Ascribe meaning to marks. Write own name. Use some clearly identifiable letters to communicate meaning. Link sounds to letters, naming the letters of the alphabet. Write initial sounds of words. Using finger grip.	Write independently during play. Write CVC words (words containing both set 1 and 2 osunds). Write labels and captions. Using modified tripod grip.	Sit correctly at a table, holding pencil comfortably. Use phonic knowledge to write words in way that matches spoken sounds. Simple sentences which can be re-read themselves. Write some common irregular words. Using tripod grip.	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.
<b>Mathematics Number</b>	Count accurately to 5. Show the correct number of objects to match a given number up to 5. Counting 1:1 correspondence up to 5. Beginning to subitise to 3.	Selects the correct numeral to represent 1 to 5 objects. Records using marks or physical apparatus based on taught models. Counts objects to 5. Count 5 objects from a larger group. Show the different ways of making numbers to 5 (Composition of each number). Can confidently subitise to 3. Compare quantities of two groups with identical objects.	Recognises numerals 1 to 10. Selects the correct numeral to represent 1 to 10 objects. Records using marks or physical apparatus based on a taught model. Counts objects to 10. Counts 10 objects from a larger group. Show the different ways of making numbers to 10 (Composition of each number). Compare quantities of two groups with identical objects. Combine two groups to find the whole (numbers to 10). Subitise to 5.	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.	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.
<b>Mathematics Numerical Patterns</b>	Knows that numbers identify how many objects are in a set. Compare two groups using language 'more' and 'fewer'.	Count to 10 confidently. Uses the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 5. Says the number that is one more and one less than a number to 5.	Count to 20 confidently. Uses the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10. Says the number that is one more and one less than a number to 10.	Count beyond 20 confidently. Uses the language of 'greater than', 'less than' or 'equal to' to compare two sets of objects to 10.	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

	<p>Compare objects by size/shape. Use and understand positional language 'in-front, behind, on, under and in'. Extend and create an ABAB pattern.</p>	<p>Copy a complex pattern. Experiment with objects saying when they are heavy/light, full/empty, big/small.</p>	<p>Identify which numbers to 10 are odd and which are even. Complete a complex pattern. Compare objects saying when they are heavy/light, full/empty, big/small.</p>	<p>Identify which numbers to 10 are odd and which are even. Solves problems including doubling, halving and sharing with numbers to 10. Create a complex pattern. Make predictions about objects saying when they are heavy/light, full/empty, big/small.</p>	<p>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.</p>
<p><b>U+W Past and Present</b></p>	<p>Talk about who is in their family and who is important to them.</p>	<p>Talk about the lives of those in their own families and their roles in society. Know some <b>differences</b> between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through <b>characters</b> encountered in books read in class and storytelling;</p>	<p>Talk about the lives of other familiar people (their teacher, their local shop keeper, etc) around them and their roles in society. Know some <b>similarities</b> between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through <b>settings</b> and characters encountered in books read in class and storytelling.</p>	<p>Talks about the lives of the people in society (police, fireman, queen etc) and their roles. Know some <b>similarities and differences</b> 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 <b>events encountered in books read in class and storytelling.</b></p>	<p>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.</p>
<p><b>U+W People, Culture and Communities</b></p>	<p>Talks about their own likes and dislikes. Talks about who they are and where they live.</p>	<p>Describe their immediate environment using knowledge from <b>observation and discussion</b>. Know some <b>differences</b> between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some <b>differences</b> between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Describe their immediate environment using knowledge from observation, discussion and <b>stories</b>. Know some <b>similarities</b> between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some <b>similarities</b> between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, <b>non-fiction texts and maps</b>. Know some <b>similarities and differences</b> between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some <b>similarities and differences</b> between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</p>	<p>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</p>

<p><b>U+W</b> <b>The Natural World</b></p>	<p>Talk about the things they can see in the natural world.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some <b>differences</b> between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Talk about processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Know some <b>similarities</b> between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Identify processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Know some <b>similarities and differences</b> between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p><b>EAD</b> <b>Creating with Materials</b></p>	<p>Experiments with a variety of resources and materials deciding what to use and make.</p>	<p><b>Drawing</b> Creates simple representations of events, people and objects -Draw a face <b>Colour</b> Name primary and chooses particular colours to use for a purpose. <b>Texture</b> Explore and experiment with different materials to compare textures. Know the materials that are soft/rough/shiny. <b>Form</b> Use glue and Selotape/ masking tape to combine materials <b>Design</b> Say what they intend to create <b>Function</b> Replicate an existing model  Share their creation with others.  Use life like, available or modelled props to support role play.</p>	<p><b>Drawing</b> Creates simple representations of events, people and objects -A person with at least 8 features - body, head, arms, legs, eyes, mouth, nose, hair <b>Colour</b> Name secondary colours and explores what happens when they mix colours. <b>Texture</b> Choose appropriate materials for a purpose. <b>Form</b> Hole punch and thread to combine <b>Design</b> Plan with reasoning <b>Function</b> Adapt an existing model  Talk with others about their creation and what they like about it.</p>	<p><b>Drawing</b> Creates simple representations of events, people and objects -Drawings with distinctive features e.g. curtain in a house, scales on a mermaid's tale <b>Colour</b> Experiments with light and shade using specific terminology- light, shade, dark, tone. <b>Texture</b> Combine different materials on for a planned effect e.g. create a picture using feathers for a soft bed, lollipop sticks for the trees, tin foil for a spaceship or sand for the beach. <b>Form</b> Select the most appropriate joining technique for the purpose of their model. <b>Design</b> Make a plan with an intended outcome.</p>	<p>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.</p>

			Adapt the intended purpose of an object to meet their role play needs e.g. banana is a phone.	<p><b>Function</b> Create something for a purpose</p> <p>Explain their creation. Adapt and improve what they have done.</p> <p>Select props and materials of their choosing to enhance role play.</p>	
<b>EAD Being imaginative and Expressive</b>	Remember and sing their favourite nursery rhyme or song.	Recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.	Adapt narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others.	Invent narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music to express their feelings.	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.