



EYFS End of Year Expectations

This document outlines what the children at Clapgate Primary School will learn and know at the end of each year in the EYFS.

Area of Learning	Nursery Expectations (N1)	Nursery Expectations (N2)	Reception Expectations
Communication and Language	<ul style="list-style-type: none"> I can look at somebody when they are speaking. I enjoy listening to and singing songs. I can sing my favourite song. I enjoy listening to simple stories. I can respond to and follow simple instructions. I understand simple questions. I am aware I can communicate in different ways, including pointing, gestures, and words. I can consistently use sentences of up to 3 words. I can begin to develop pretend play. I can understand and use vocabulary for everyday objects. 	<ul style="list-style-type: none"> I can sit still and listen for a short while. I can explain why listening is important. I can follow instructions with two parts. I can sing a large repertoire of songs. I can ask 'why' questions. I can shift my attention from one thing to another. I can speak using sentences of 4-6 words. I am beginning to speak using different tenses. I can hear new vocabulary and attempt to use this when speaking on a weekly basis. I can engage in story time sessions and comment on what is being read. I begin to show an interest in rhyming games. 	<ul style="list-style-type: none"> I know to listen, and I know why listening is important. I can listen attentively and respond with questions, comments, or actions. I am engaged within story time sessions. I can listen to and talk about stories to develop my understanding. I can retell stories using my own words and I can make use of repetitive phrases. I can ask questions to find out more information about things. I can hold a conversation and engage in back-and-forth exchanges when speaking. I can participate in whole class and small group discussions, sharing my own ideas. I can use the school's talk rules I am interested in and can make use of newly learnt vocabulary when speaking. I can explain why things happen or how things work. I can articulate my thoughts in well-formed sentences. I can express my ideas and feelings relating to my experiences. I can describe specific events with increasing detail. I can use a range of social phrases. I can speak in full sentences, using past, present and future tenses. I can use a range of conjunctions (with modelling and support from my teacher). I enjoy learning different rhyme poems and songs. I can recognise rhyming words in songs, stories, and poems. I listen carefully to songs and rhymes and pay attention to how they sound. I am aware of the different between fiction and non-fiction texts.

<p>Personal, Social, Emotional Development</p>	<p>I can remain focused on certain activities until my goal is achieved. I am beginning to show an interest in other children's play. I am happy to be away from my main caregiver. I can say when I feel happy or sad and I can begin to manage my emotions. I am confident to explore my surroundings. I know when to wash my hands and I can do this on my own. I can wipe my nose. I know when I need the toilet and I am getting better at using this. I can recognise when I do not feel well. I show a desire to dress and undress myself.</p>	<p>I can play co-operatively with other children, and I can begin to take turns with adult support. I can take on a role in my play. I can confidently interact with other children. I can talk about my feelings using words other than happy and sad. I can follow my classroom routines and show respect for my things. I can select resources independently to support my play. I can go to the toilet on my own, wipe myself and flush. I can wash and dry my hands by myself. I can dress and undress myself (e.g. cardigans, jumpers, shoes and socks). I am aware of the need to brush my teeth. To begin to have an awareness of the school golden rules.</p>	<p>I enjoy listening to nonfiction books to learn new knowledge and vocabulary. I can shift my attention to what the teacher says even when I am engaged in an activity. I can take turns whilst playing co-operatively with others. I understand my own thoughts and feelings and respect that those of others may be different from mine. I can build positive relationships with adults and peers. I have special friendships in class. I can regulate my emotions and behaviour in a range of situations. I can confidently talk about a range of emotions, and I know how these make me feel. I show an interest and am excited by new activities. I am confident to try new things and I am not fazed by taking risks. I can set out and achieve my own goals. I understand that my immediate needs cannot always be met. I show resilience when things don't always go the way I planned. I can persevere in the face of challenge. I can articulate the school's golden rules. I know why we have rules and try and follow these at all times. I am aware of behaviours that are 'right' or 'wrong'. I can find constructive ways to resolve conflicts. I can talk about myself in positive terms, articulating my own strengths and value. I know and can talk about factors that support my overall health and well-being. I can brush my own teeth. I show an understanding of the importance of healthy food choices. I can confidently manage all of my own personal hygiene needs (e.g. dressing/ undressing, toileting, hand washing etc).</p>
<p>Physical Development</p>	<p>I can put my own shoes on. I can put my own coat on. I can crawl, walk, run, kick, and throw a ball and jump with both feet. I can begin to build confidence when using the climbing frame. I can use tools to create marks. I can clap and stamp to music. I enjoy accessing the movement play area. I can use a trike independently and I can begin to use a scooter. I can feed myself independently using a fork and a spoon.</p>	<p>I can put my own shoes and socks on. I can put on my own coat and use a zip. I can open my packed lunch box by myself. I can peddle a trike and confidently use a balance bike or scooter. I can jump with both feet, hop, climb using alternate feet, balance on one leg. I can use the Nursery climbing frame independently. I can walk across balance beams of differing width.</p>	<p>I can peddle a two-wheel bike. I can hop and skip. I am developing my own handwriting style which is fast and efficient. I enjoy drawing freely using a range of resources and movements. I can use scissors effectively to follow lines and cut out shapes. I can safely use a hammer. I can manipulate materials for a purpose and effect. I can fasten and unfasten buttons on clothing. I enjoy exploring small scale resources.</p>

I show a desire to be independent.
 I can begin to make snips with scissors.
 I can turn pages in a book, one at a time.
 I can begin to use my core muscles to sit up on the carpet for increasing lengths of time.

I enjoy large scale movement play outside (using resources such as parachute games, construction, rollers, brushes, and pom poms).
 I am becoming more aware of 'team' games and activities.
 I can use scissors to cut lines (whole palm).
 I can control my speed, show awareness of space, and demonstrate co-ordination when moving in a variety of ways.
 I can roll in different ways.
 I can begin to use a knife to cut up my food.
 I enjoy exploring a range of fine motor activities.
 I have the core strength to sit at a table.

I can hold and use a paintbrush effectively using the correct grip.
 I can use a knife and fork to cut my food.
 I have the core strength to sit up properly on the carpet and when working at a table for extended periods of time.
 I know how to line up and queue and I know what is expected of me when doing this.
 I can confidently and independently climb on the A-frame and climbing frame in Reception.
 I can use large scale construction equipment safely.
 I can negotiate space, and obstacles in relation to themselves and other both indoors and outdoors.
 I am fluent with a range of different movements, and I can combine different movements with ease.
 I show good overall body-strength, balance, agility, and co-ordination.
 I can confidently use a range of large and small apparatus both indoors and outdoors.
 I am secure with a range of ball skills (e.g. throwing, catching, kicking, passing, batting, aiming).

Pencil Grip - To be able to use a four-fingered grasp.

Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger (3-4 Years).



Pencil Grip - To begin to use a three-fingered grip with support (including crossed thumb, thumb tucked or hyperextension).

A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 years).



Pencil Grip- To be able to use a static tripod grip.

A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 Years).



Pencil Grip- To begin to (or be able to) use a dynamic tripod grip.

The pencil is held stable between the thumb, index, and middle finger. The ring and little fingers are bent and rest comfortably on the table (up to 7 years).

Literacy

Reading

I enjoy listening to songs and rhymes.
 I can tune into songs and rhymes, listening and paying attention.
 I make attempts to join in with songs and rhymes (copying sounds, tunes and tempo).
 I can use action and gestures when singing songs (finger movements etc).
 I have a favourite song/ rhyme that I like to sing independently (not fully accurate).
 I enjoy sharing a book with an adult.

Reading

I know the words to a range of songs, and I enjoy singing these independently.
 I can confidently use actions when singing different songs.
 I can ask questions about a book, make comments, and share my own ideas.
 I engage in conversations around stories, learning new vocabulary.
 I can use props to develop play scenarios and tell stories.

Reading

I enjoy listening to books being read to me and I can talk about these stories with confidence.
 I can confidently talk about the different parts of a book (front cover, blurb etc).
 I can confidently recognise my name in the environment.
 During discussions, I demonstrate an understanding of what has been read.
 I can answer simple questions about what I have read myself.

I show an interest in looking at books independently.
I can listen to a short story and make comments about pictures and things I have heard.
I have a favourite book which I enjoy sharing with others.
I can repeat phrases and words from familiar stories.
I show an interest in using props from familiar stories and make links between them and the stories we have read.
I notice and recognise some print in the environment (first letter of name, bus or door number, logo).
I can turn the pages in a book one at a time.

Writing

I know that marks are made with different movements.
I experience mark making with a range of media. For example: marks in wet sand, shaving foam, paint, glitter etc.
I can use mark making tools to make spontaneous marks and scribbles using my whole arm.
I can make vertical marks and lines.
I can make circular scribbles using clockwise and anti-clockwise movements.
I can produce side to side and to-and-fro scribble.
I can produce lines that intersect, beginning to make cross and grid-like patterns.
I can scribble write using V shapes, loops, and vertical lines.
I can create and experiment with symbols and marks.
I can make marks on my picture that stand for my name.
I enjoy drawing freely.
I can add marks to my drawings, which I can give meaning to.

I can sequence pictures from a familiar story in the correct order.
I can begin to retell stories using story language.
I understand that print has meaning and that it can have different purposes.
I know that print is read in books from left to right.
I understand and can name the different parts of a book (e.g. front cover, blurb etc).
I understand that the pages in books are sequenced to tell a story.
I can spot rhyming words in the books we read in school.
I can count and clap the syllables in a word.
I can hear and say the initial sounds in words.
I can recognise a group of objects/ words that have the same initial sounds.
I can sort objects/ words by their initial sounds.
I can recognise my own name in environment.
I can orally blend a simple CVC word in my head.

Writing

I can draw simple and recognisable shapes. For example: sun, tree.
I can imitate drawing simple shapes. For example: circle, square.
I can imitate drawing a simple face. For example: circle for the head, nose, eyes, and mouth.
I can distinguish between the different marks I make.
I can draw spontaneous and recognisable forms.
I can draw a person with a head and one or two other features.
I can start to copy simple horizontal and vertical letters. For example: t l k j v w
I can give meaning to marks as I draw and paint.
I can copy letters from the alphabet accurately, including letters from my name.
I can write some or all of my name.
I can begin to write random letter strings to convey meaning, some of which are correctly formed (e.g. a shopping list).

I can make predictions and I can anticipate key event in stories.
I can talk about the way that stories are structured.
I can sequence a story and create my own story map to use when retelling.
I understand and can use a range of vocabulary collected from books we read in school.
I can retell narratives and stories using my own words (including some new introduced vocabulary).
I know the difference between fiction and non-fiction texts.
I enjoy reading and listening to non-fiction texts (including poetry).
I can read individual letter sounds by saying the sound for each of them.
I can recognise, say and write all my set 1 letter sounds.
I can blend sounds into words so that I can read short words (consistent with my phonics knowledge).
I can sound out CVC words in my head and I can read them fluently.
I know and can read at least 10 special friends (including some set 2 sounds).
I can read sentences and books that are consistent with my phonics knowledge.
I am becoming more fluent with my reading, and I do not sound out every word.
I can re-read a sentence fluently after decoding.
I can read a range of red words taught in Reception.

Writing

I can copy print from in the environment.
I can link sounds to letters, naming and sounding the letters of the alphabet.
I can hear and write the initial sounds in words.
I can hear and write the initial and end sounds in words.
I can write CVC words (middle sounds).
I can spell words by identifying sounds within them and representing sounds with letters,
I can make plausible attempts at longer words, getting some letters in the correct order.
I can write some tricky words.
I can write more than one word as part of a string.
I can write a few words with gaps between each word (understanding a word is a word).
I can use finger spaces in my writing.
I can form most lowercase letters correctly- starting and finishing in the right place.
I can write a short phrase or sentence in meaningful contexts that can be read by others.
I understand how to use a full stop in my writing.
I can begin to form capital letters correctly.

			<p>I can write a short sentence independently, using a capital letter, finger space and a full stop. I can independently write more than one sentence on a given topic. I can re-read my work back to check for errors in my writing. I can write a sentence/s that can be read by others.</p>
<p>Maths</p>	<p>I am aware of space. I can build using a range of materials. I can complete insert puzzles. I can use (words or gestures) and understands the vocabulary associated with size, height and weight (e.g. big, heavy, tall and high). I notice similarities and differences between shapes (e.g. matching stencils on the shelves). I am exploring some informal mathematical language associated with shape (e.g. round, pointy, straight, flat). I can compare amounts using vocabulary for 'more' and I can begin to understand 'less'. I show enjoyment in number rhymes, beginning to use fingers and props to represent numbers but they may not always be represented correctly. I demonstrate maths skills within my play even if this these are not always accurate. I am beginning to show awareness of 1:1 counting principles by pointing. I can use number names in order in everyday contexts. I can recite numbers in order past 5. I can recognise and represent numerals that are significant to me. I notice and comment on the patterns in my daily routine. I can understand positional language. I can identify patterns and use language associated with them (e.g. stripes, spots, flowery).</p>	<p>I enjoy practising counting objects and I can 1:1 count objects up to 5 accurately. I am aware that the final number when counting tells me how many are in the set. I can subitise up to 3 objects. I can recite numbers in order past 10 I show enjoyment in number rhymes, I use fingers and props to represent numbers accurately. I can recognise some numerals to 5. I can link some amounts and numerals up to 5 correctly. I can represent numbers in my own way. I can solve real world problems using my mathematical knowledge and skills using number to at least 5. I confidently compare quantities and uses the language associated with it. I can complete large floor jigsaw puzzles independently. I can use words or gestures and I can understand the vocabulary using both antonyms associated with size, height and weight (e.g. big and small, heavy and light, tall and short and high and low). I can sort/categories objects based on their similarities and differences. I am exploring some mathematical language associated with shape (e.g. round, corner, straight, flat, rectangle, square). I can compare amounts using vocabulary of more and less. Begin to understand other language associate with more and less. (e.g. fewer). I demonstrate maths skills within my play with improving accuracy. I notice and comment on the patterns in my daily routine. I can build using a range of materials and select appropriately. I can understand positional language and discuss locations. I can continue an ABAB pattern and I can correct any errors.</p>	<p>I can confidently count beyond 10 and then 20. I can join in and sing a range of number rhymes, understanding the links between addition and subtraction and I can represent these on my fingers. I can use resources to spot the patterns in the counting system. I can confidently count using 1:1 correspondence. I can count a range of fixed objects, actions and sounds. I can count a random arrangement of objects in any order. I am secure with cardinality, knowing that the last number counted tells us how many are in the set. I can subitise up to 5 and then to 10 by making groups. I compare numbers to 10 using a range of mathematical vocabulary. I can say when amounts are the same or equal. I can link numerals with number values. I understand 'one more/one less' relationship between numbers. I can share quantities (within 10) equally. I have a deep understanding of numbers to 10 (by focussing on a number for 2 weeks). I understand how to read numbers on a 10s frame, and I can use knowledge to support my learning. I can talk about the composition of numbers to 5 and then 10. I can begin to understand the composition of numbers beyond 10. I can talk about odd and even numbers within 10 and I can start to make links with the rest of the counting system. I can recall number bonds 5. I can begin to recall some number bonds to 10. I can recall my doubles to 10. I can find half of a given number. I listen to, solve and represent word problems using a range of resources. I can begin to talk about the structure of a number bond diagram, and I can use this when looking at the composition of numbers. I can talk about the days of the weeks, and I understand the pattern of these.</p>

			<p>I can select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>I can solve a range of larger pieced jigsaws independently.</p> <p>I can recognise a range of simple 2D and 3D shapes.</p> <p>I can talk about the properties of shapes using the correct mathematical language.</p> <p>I can copy and create increasingly complex 2D and 3D shape pictures.</p> <p>I can combine shapes to make new shapes.</p> <p>I can continue, copy and create repeating patterns (e.g. AB, ABB, ABBC).</p> <p>I can use mathematical language associate with length, weight and capacity.</p> <p>I can compare length, weight and capacity.</p> <p>I can use nonstandard units of measure.</p> <p>I can apply mathematical skills into everyday life, and I can talk about 'maths' as I experience it day- to-day (e.g., there a 2 plug sockets, one is a square and one is a rectangle etc).</p>
<p>Understanding the World</p>	<p>I can repeat actions that have an effect.</p> <p>I can explore a range of materials and provision indoors and outdoors.</p> <p>I happily notice and talk about my family.</p> <p>I am aware of the things that I celebrate with my family.</p> <p>I notice differences between people.</p> <p>I show an interest and can name common features of the natural world.</p> <p>I can make simple observations.</p> <p>I use trial and error to investigate how things work.</p> <p>I enjoy playing and exploring with small world.</p> <p>I am aware of common animal noises and animals.</p> <p>I show an interest in different occupations.</p> <p>I notice changes (e.g. changes in environment, growth, decay, melting etc).</p> <p>I am enjoy taking part in my weekly outdoor learning lesson.</p> <p>I have a positive attitude towards others.</p> <p>I use different types of technology correctly.</p>	<p>I enjoy learning about the world around me.</p> <p>I am interested in exploring new activities or environments (outdoors).</p> <p>I like asking questions.</p> <p>I notice and talk about similarities and differences between myself, my family and other people.</p> <p>I can talk about who is part of my family and things we enjoy doing together.</p> <p>I enjoy taking part in other's celebrations.</p> <p>I can use a wide range of vocabulary when speaking and investigating their environment.</p> <p>I show an interest in different occupations, and I can begin to talk about what they do.</p> <p>I enjoy exploring how things work.</p> <p>I can plant and take care of growing seeds and vegetables.</p> <p>I know what plants and seeds need to grow.</p> <p>I am beginning to understand how to look after and treat the animals within school.</p> <p>I am beginning to discuss what I can do to look after the natural environment and all living things.</p> <p>I can comment on what I can see on street views and aerial maps.</p> <p>I can explore different forces, such as push, pull, magnetics.</p> <p>I can notice changes (e.g. changes in environment, growth, decay, melting, cooking etc).</p> <p>I can continue to use trial and error to investigate concepts such as floating and sinking, light and dark,</p>	<p>I can begin to make sense of my own life story and family history.</p> <p>I can confidently talk about immediate members of my family and familiar people within the community, and I understand their roles in society.</p> <p>I can describe the things that make up my local community (e.g. library, parks etc).</p> <p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I understand information on a simple map, and I can talk about this.</p> <p>I show curiosity about the world around me by asking questions.</p> <p>I can talk about a range of different occupations.</p> <p>I have an understanding of 'the past' from reading a range of books in school.</p> <p>I know some similarities and differences between things in the past and now.</p> <p>I can talk about pictures of familiar situations which are in the past.</p> <p>I can compare and contract characters from stories (including figures from the past).</p> <p>I can talk about 'special places' for certain communities (e.g. church, mosque etc).</p> <p>I can talk about range of celebrations (including those that are religious) and I can talk about who celebrates them.</p> <p>I am aware that people have different beliefs and celebrate in different ways.</p>

		<p>I know what my country and city is called, and I am aware there of other countries in the world.</p> <p>I can name at least one other country in the world.</p> <p>I am highly involved my weekly outdoor learning lesson.</p> <p>I have a positive attitude towards others.</p> <p>I can continue to explore different types of technology.</p> <p>I take part in activities that allow me to explore my community.</p> <p>I can begin to understand the past is what has previously happened.</p> <p>I can begin to notice differences between objects from the past and now.</p> <p>I can talk about the difference between myself now and as a baby.</p>	<p>I have positive attitudes towards others and their beliefs.</p> <p>I understand simple life cycle processes (e.g. hen, butterfly etc).</p> <p>I can talk about the country, city and suburb that I live in, and I can name some other countries in the world.</p> <p>I can make comparisons between the country I live in and life in other countries.</p> <p>I can name familiar animal young.</p> <p>I enjoy exploring the natural world around me, making observations.</p> <p>I can draw pictures of the things I have observed (e.g. animals and plants).</p> <p>I am highly involved my weekly outdoor learning lesson.</p> <p>I know how I can look after the natural environment, and I know how to take care all living things.</p> <p>I know how to look after and treat the animals within school.</p> <p>I am able to describe the different things I can see, hear and feel whilst exploring outside.</p> <p>I can use different forms of technology purposefully.</p> <p>I understand the effect of changing seasons on the natural world around me.</p> <p>I can make observations around various states of matter, and I can use a range of vocabulary to describe these (e.g. melting, freezing, etc).</p>
<p>Expressive Arts and Design</p>	<p>I show an interest in sounds and music by moving towards it or moving my body.</p> <p>I show an awareness when music changes.</p> <p>I join in with songs and rhymes.</p> <p>I can explore a range of sound makers and instruments.</p> <p>I can hold a beat and make changes to sounds with adult support.</p> <p>I can make marks intentionally and sometimes ascribe meanings to those marks.</p> <p>I explore and manipulate paints, materials, malleable resources and instruments using a range of senses.</p> <p>I enjoy taking part in action songs.</p> <p>I can pretend play, using a range of resources that represent another 'thing' (e.g. calculator as a phone).</p>	<p>I pretend play in different areas of provision and use my imagination to represent objects need to enhance my play.</p> <p>I will begin to include a narrative in my role play and small world play.</p> <p>I will begin to create for a purpose, self-selecting resources for a reason.</p> <p>I will begin to use non prescript resources to create imaginary small words and settings.</p> <p>I can follow a role play narrative using my imagination without props.</p> <p>I have my own ideas and I can decide which materials to use to express them.</p> <p>I use some joining and mark making techniques.</p> <p>I explore different materials on a large and small scale.</p> <p>I represent objects using enclosed shapes, continuous lines and shapes.</p>	<p>I can confidently access all area within the classroom.</p> <p>I can safely use and explore a variety of materials.</p> <p>I can use scissors safely and effectively to cut out shapes.</p> <p>I can hold and use a paint brush correctly.</p> <p>I can begin to design my creations.</p> <p>I can construct with a clear purpose in mind, and I can use a range of resources for this.</p> <p>I can talk about 'forms and functions' of the things I create.</p> <p>I can use a range of effects to express my ideas and feelings.</p> <p>I can create things collaboratively, sharing my ideas, resources and skills.</p> <p>I enjoy drawing from observation and from my imagination.</p> <p>I can draw freely and will pay attention to specific details.</p>

	<p>I enjoy exploring the home corner and I am beginning to role play, by mimicking the actions of adults.</p> <p>I can explore my own ideas.</p> <p>I am beginning to use my imagination when making choices about the resources I will use to achieve my goal.</p> <p>I can use spring loaded scissors to make snips in paper.</p>	<p>I can begin to add detail to my drawings.</p> <p>I am interested in exploring colour mixing.</p> <p>I can respond to what they have heard expressing their thoughts and feelings.</p> <p>I continue to join in with songs and rhymes.</p> <p>I can remember and sing entire songs independently.</p> <p>I can play instruments with increasing control including, holding a beat and making changes to sounds.</p> <p>I can use whole hand scissors.</p>	<p>I can use a several techniques to join and assemble materials (e.g. cello tape dispenser, glue spreading, paper joining techniques etc)</p> <p>I can mix my own colours using various types of paint.</p> <p>I can design what I would like to create through drawing.</p> <p>I can talk about the textures of different things, and I can use appropriate descriptive vocabulary.</p> <p>I can use props and materials when role playing characters in narratives and stories.</p> <p>I can invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>I can develop a storyline in my pretend play.</p> <p>I can confidently sing a range of well-known nursery rhymes and songs on my own.</p> <p>I enjoy performing songs, dances, rhymes, poems and stories with others (or solo).</p> <p>I can begin to move in time to music.</p> <p>I enjoy making music and have experience of playing a range of musical instruments.</p> <p>I listen attentively to music, and I can talk about how the music makes me feel.</p> <p>I enjoy watching performances and I can talk about the things I have experienced.</p> <p>I can begin to create my own songs.</p>
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