

End of Year EYFS Expectations

Understanding the World	Expressive Art and Design	Mathematics	Literacy
<p><u>Past and present:</u></p> <ul style="list-style-type: none"> 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><u>People, Culture and Communities</u></p> <p>:</p> <ul style="list-style-type: none"> describe their immediate 	<p><u>Creating with materials:</u></p> <ul style="list-style-type: none"> 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><u>Being Imaginative and Expressive:</u></p> <ul style="list-style-type: none"> invent, adapt and recount narratives and stories with 	<p><u>Number:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Comprehension:</u></p> <ul style="list-style-type: none"> 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, nonfiction, rhymes and poems and during role

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<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <ul style="list-style-type: none"> • 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, nonfiction texts and (when appropriate) maps <p><u>The Natural World:</u></p> <ul style="list-style-type: none"> • explore the natural world around them, making 	<p>peers and their teacher</p> <ul style="list-style-type: none"> • 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 	<p>facts.</p> <p><u>Numerical Patterns:</u></p> <ul style="list-style-type: none"> • 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 	<p>play</p> <p><u>Word Reading:</u></p> <ul style="list-style-type: none"> • 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 <p><u>Writing:</u></p> <ul style="list-style-type: none"> • write recognisable letters, most of which are
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<p>observations and drawing pictures of animals and plants</p> <ul style="list-style-type: none">• 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>correctly formed.</p> <ul style="list-style-type: none">• 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.
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