

Characteristics of Effective Learning:

Playing and Exploring - engagement
Active Learning - motivation
Creating and thinking critically - thinking

Early Years Foundation Stage – Learning Outcomes

PRIME AREAS: PD, C&L and PSED

Core Stories:

Pete and Polo's Nursery School Adventure
When I go to the Nursery
A New House for Mouse
Goldilocks and the three Bears
Autumn rhyme/non-fiction books
We're going on a Leat Hunt
Leaf Man

Physical Development

22-36

I can demonstrate control in holding and using jugs to pour, hammers, books and mark-making tools.
I am beginning to use three fingers (tripod grip) to hold writing tools.
I am beginning to be independent in self-care, but still often need adult support.

30-50

I draw lines and circles using gross motor movements.
I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
I understand that equipment and tools have to be used safely.

Communication & Language

22-36

I have a single channelled attention.
I can shift to a different task if attention fully obtained – when an adult uses my first name.
I can listen to others one-to-one or in small groups, when conversation interests me.
I understand 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?).

I can use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

30-50

Focusing attention – I can still listen or do, but can shift my own attention.
I am able to follow directions (if not intently focused on own choice of activity).
I am beginning to understand 'why' and 'how' questions.
I can use vocabulary focused on objects and people that are of particular importance to me.
I can build up vocabulary that reflects the breadth of my experiences.

Personal, Social & Emotional Development

22-36

I can separate myself from my main carer with support and encouragement from a familiar adult.
I can express my preferences and interests.
I understand and cooperate with some boundaries and routines.
I show affection and concern for people who are special to me.

30-50

I can select and use activities and resources with help.
I welcome and value praise for what I have done.
I can usually adapt behaviour to different events, social situations and changes in routine.
I demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

British Values

Mutual respect for and tolerance of those with different faiths and beliefs:

Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

Rule of Law:

Begin to manage their feelings in a positive way
Agree and follow rules for their groups and classroom
Begin to respect property- personal and public.

Democracy: To understand the importance of working together.

Understanding the world

22-36

I have a sense of own immediate family and relations.
In pretend play, I imitate everyday actions and events from my family
I notice detailed features of objects in my environment.

30-50

I show interest in the lives of people who are familiar to me.
I remember and talk about significant events in my own experiences.
I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.

British Values

Individual Liberty:

We give children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

WHAT MAKES ME HAPPY?



Expressive Arts and Design

22-36

I can experiment with blocks, colours and marks.
I am beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'.

30-50

I understand that I can use lines to enclose a space, and then begin to use these shapes to represent objects.

Literacy

22-36

I can repeat words or phrases from familiar stories.
I can distinguish between the different marks I make.

30-50

I show interest in illustrations, and print in books and print in the environment.
I sometimes give meaning to marks as I draw and paint.

Mathematics

22-36

I can recite some number names in sequence.
I can create and experiment with symbols and marks representing ideas of number.
I notice simple shapes and patterns in pictures.
I am beginning to categorise objects according to properties such as shape or size.
I am beginning to use the language of size.

30-50

I can use some number names and number language spontaneously.
I can use some number names accurately in play.
I show interest in shape by sustained construction activity or by talking about shapes or arrangements.
I show interest in shapes in the environment.