



Early Years Foundation Stage ELG

EYFS Intent Statement:

At St Pauls' CE Primary School we will "Start children off on the way they should go..." by enabling our very youngest children, in their first year at school, to:

- develop a secure learning foundation with increasing resilience, ability and confidence
- build a strong foundation in phonics and early reading and develop a love of stories
- engage with a quality and consistent learning environment
- engage with the adults who respond to their individual interests and needs (including SEND)
- benefit from continuous assessment which informs the next steps in learning
- benefit from excellent partnerships with parents and carers.

Communication and Language

Listening, Attention and Understanding	<p>To be able to:</p> <ul style="list-style-type: none"> 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. hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	<p>To be able to:</p> <ul style="list-style-type: none"> 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.

Literacy

Comprehension	<p>To be able to:</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, non-fiction, rhymes and poems and during role-play.
Word Reading	<p>To be able to:</p> <ul style="list-style-type: none"> say a sound for each letter in the alphabet. read 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. read some common exception words.
Writing	<p>To be able to:</p> <ul style="list-style-type: none"> 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.

Personal, Social and Emotional Development

Self-Regulation	To be able to: <ul style="list-style-type: none">• 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 even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To be able to: <ul style="list-style-type: none">• 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.
Building Relationships	To be able to: <ul style="list-style-type: none">• 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.

Physical Development

Gross Motor Skills	To be able to: <ul style="list-style-type: none">• negotiate space and obstacles safely, with consideration for themselves and others.• demonstrate strength, balance and coordination when playing.• move energetically; for example: jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	To be able to: <ul style="list-style-type: none">• 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.

Mathematics

Number	To be able to: <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 facts.
Numerical Patterns	To be able to: <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.

Understanding the World

Past and Present	<p>To be able to:</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.
People, Culture and Communities	<p>To be able to:</p> <ul style="list-style-type: none">• 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 maps (when appropriate).•
The Natural World	<p>To be able to:</p> <ul style="list-style-type: none">• 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.

Expressive Arts and Design

Creating with Materials	<p>To be able to:</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.
Being Imaginative and Expressive	<p>To be able to:</p> <ul style="list-style-type: none">• 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 to move in time with music.