

End of Foundation Stage Expectations

| | Expected |
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| Personal, Social and Emotional Development Self-confidence and self-awareness | Confident to try new activities and say why they like some more than others. Confident to speak in familiar group, will talk about ideas and choose own resources. Say when they do or don't need help. |
| Personal, Social and Emotional Development Managing feelings and behaviour | Talk about how they and others show feelings, talk about own and others behaviour & its consequences & know that some behaviour is unacceptable. Work as part of group or class and understand and follow rules. Adjust behaviour to different situations and take changes of routine in their stride. |
| Personal, Social and Emotional Development Making relationships | Children play cooperatively, taking turns with others. They can take account of one another's ideas about how to organise their activity. Show sensitivity to others needs and feelings & form positive relationships with adults and children. |
| Physical Development Moving and handling | Can show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. |
| Physical Development Health and self-care | Eats a healthy range of foodstuffs and understands the need for variety in food. Usually dry during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. |

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| Communication and Language Listening and attention | Listen attentively in range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately, while engaging in another activity. |
| Communication and Language Understanding | Follow instructions involving several ideas or actions. Answer how and why questions about experiences and in response to stories or events. |
| Communication and Language Speaking | Express themselves effectively showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |
| Literacy Reading | Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Demonstrate understanding when talking with others about what they have read. |

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| Literacy Writing | Use phonic knowledge to write words in ways which match their spoken sounds. Also write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Mathematics Number | Children count reliably with numbers from 1-20, place them in order and say which is 1 more/less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |
| Mathematics Shape, Space and Measure | Use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. |

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| Expressive Arts and Design Exploring and using media and materials | Sing songs, make music and dance & experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form. |
| Expressive Arts and Design Being imaginative | Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| Understanding the World The world | Know about similarities and differences in relation to places, objects, materials and living things. Can talk about features of own immediate environment and how environments might vary from one another. Can make observations of animals, plants & explain why some things occur, and talk about changes. |
| Understanding the World People and communities | Talk about past and present events in their own lives and the lives of family members. Know that other children don't always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. |
| Understanding the World Technology | Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. |