

By the end of Preschool, pupils will have reached the expected level and will be ready for entering Reception if they are beginning to...

Summary of Early Years Foundation Stage Framework 40-60 months age-related expectations adapted from 'What to expect, when?', 4Children, March 2015

Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Making relationships</p> <ul style="list-style-type: none"> • Talk with their friends and grown-ups and tell them what they know about the things they talk about. • Say what they know about things they like to play with or things that I like to do. • Ask grown-ups and friends questions to find out more about the things they like. • Help their friends to be friends again when they fall out or are cross with each other. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • Tell their friends and grown-ups what they need, what they want, what they like to do and if they like or don't like something. • Describe what they like to do and what they are good at doing, like drawing or running. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Understand that if they take their friend's toy or shout at them they might get upset or cross. When they make their friend upset or cross they might get upset too or they might try to give them a hug. • Know what they should do to help themselves and their friends share things, keep safe and be happy. • Begin to be able to tell their friends what they could do to help them if they take their toys or make them upset or cross. 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Enjoy moving in different ways like running, skipping, hopping, jumping or rolling. • Jump off a step and land on the floor on two feet. • Slow down or change the way they are going to stop themselves from bumping into their friends or other things, when playing chasing or racing games. • Move on their feet, back and tummy to get over, under, along or through tunnels, climbing frames and steps. • Push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric. • Use scissors to cut paper or cutters to make shapes from dough. • Use different things like scissors, paintbrushes, pens, hammers or bricks to make the things I want. • Choose to use either their left hand or their right hand more to hold things like a pen, pencil, paintbrush or scissors. • Begin to be able to make anti clockwise circle marks and lines that go down and up and up and down, when using a pen, pencil or paintbrush. • Write letters that they are beginning to recognise. These are often a mixture of capital and lower case letters. • Hold a pen or pencil and use it to write recognisable letters, usually starting and finishing in the right place. <p>Health and self-care</p> <ul style="list-style-type: none"> • Eat different types of fruit and vegetables. • Go to the toilet independently. • Talk about different ways of keeping healthy, like washing their hands before eating food, having a drink of water when they are thirsty, eating fruit or vegetables and running or jumping. • Demonstrate how to use things like scissors, hammers and saws safely so they don't hurt themselves or their friends, without help from a grown up. • Tidy toys away so that they don't fall over them and hurt myself. 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Concentrate and maintain attention quietly during an activity. • Listen and do for a short period of time. <p>Understanding</p> <ul style="list-style-type: none"> • Listen really carefully to what is happening, when singing rhymes or songs or sharing a story with a grown up. • Listen to what they are being told and follow an instruction. <p>Speaking</p> <ul style="list-style-type: none"> • Use lots of words to explain what they have made or done. • Enjoy using new words to talk about what they are doing or using. Then try to use these new words as they play. • Pretend to be different people and to do different things, like being a nurse and making sick patients better with bandages and care. • Use words like "first", "next" and then when telling a story or talking about something they have done. • Make up stories using things they know, have seen or have heard, when they are dressing up or playing with toy people.

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Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Reading</p> <ul style="list-style-type: none"> Suggest words that rhyme with a word like "hat". Hear and say the first sound in a word, when an adult says the word. Say each of the sounds in a short word like "cat", segmenting the sounds like "c-a-t" and putting the sounds together to say the word. Read short sentences which are made of up words like "the" or "and" and words that I can sound out like "hat" or "dog". Make up my own stories, based on favourite stories, when dressing up or using toy people or animals. Share different books like comics, stories, rhymes, poems, facts books and magazines with an adult. Look in books or on websites to find out about things I am interested in. <p>Writing</p> <ul style="list-style-type: none"> Explain what the meaning of marks, shapes, letters and pictures that they make. Understand that words can be written down and that letters are used represent sounds. Hear and repeat the first sound in a word. Say each of the sounds in a short word like "dog", segmenting the sounds like "d-o-g" and putting the sounds together to say the word; and write each of the letters for this kind of word. Sound out and name each of the letters in the alphabet. Begin to use letters in their writing, sometimes writing the right letter with the sound they make as they say the word. Write their name. Write labels for things to sell when playing "shops". Write a short caption, like "my big car" to describe something they have made. Write short sentences like "I can jump". 	<p>Numbers</p> <ul style="list-style-type: none"> Recognise important numbers, like their age, flat number or the number of the bus that they go on to nursery. Recognise the numbers 1 to 5. Count up to 3 or 4 things, by touching each and saying the number name. Count the number of things on a page in a book or on a birthday card. Match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10. Guess how many things they can see in a bucket and then count them to see how close their guess was. Say which basket or bucket has "more" or "fewer" things in. Put two baskets of things together and tell you how many things I have altogether. Find "one more" than a given number. Find "one more" or "one less" of a given group of up to 5 things, then up to 10 things. Use words like "more", "add", "less" and "take away" Use marks and pictures to show their counting. Use counting to help them solve problems that like splitting my sandwich in half to share with my friend. <p>Shape, space and measure</p> <ul style="list-style-type: none"> Begin to use shape names like "circle", "square", "cube" and "cylinder". Use words like "under", "behind", "on" or "in" to describe where I am. Compare 2 things, saying which "heavy" and which is "light"; or which is "full" and which is "empty" when filling and emptying bottles. Make patterns using things like buttons and bricks. Begin to use words like "money", "pound" and "pence" when playing "shop". Know the order I put my clothes on Say what day it is today and talk about what is happening tomorrow or what happened yesterday. 	<p>People and communities</p> <ul style="list-style-type: none"> Join in with routines, like going shopping, and times that are special to them and their family like birthdays. Understand that their friends might do things differently, like eating different foods at home, or having different times that are special with their families such as Eid, Diwali, Easter, Passover, or Chinese New Year. <p>The world</p> <ul style="list-style-type: none"> Talk about how things, like flowers or buildings, look the same or look different. Talk about the patterns in things they see around them, like bricks or leaves. Talk about how things change, like the seeds growing into sunflowers or a block of ice melting onto water. <p>Technology</p> <ul style="list-style-type: none"> Use a painting program on the computer or tablet to draw a picture. I can use different things like a digital microscope, camera or microphone with a computer. Ask questions about how technology works. Understand that a computer or remote control toy may need to be plugged in or have a battery in it to make it work. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> Identify and choose favourite songs and dances. Tap, shake, scrape and hit musical instruments to find out the different sounds they can make. Mix my paint using powder or ready mixed paints. Select the things like paper, material or ribbon that they want to use to make a picture or model. Use a variety of different things like paint, paper, wool and material to make a picture. Cut, stick and fold the things they choose to use in a picture. Use building toys, like bricks, and boxes to make things. Use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. Modify their ideas if something doesn't work. <p>Being imaginative</p> <ul style="list-style-type: none"> Dress up or use toy people or cars to pretend to be other people, places or things that have happened, like a party or a wedding. Use their arms, legs and body to move in different ways and pretend to be something else, like a monster or a bear. Choose the colour of paint, paper or material that they want to use to make something in their picture, like a piece of green paper for the grass. Tell a story about what is happening as they are playing or when dressing up or using toy people, on my own or with others.