

End of Year Aspirations for an EYFS Child

At William Penn Primary it is our hope that during their time in EYFS children are given opportunities to develop cognitively, emotionally, physically and verbally. By the end of the EYFS we aim to ensure that all children have an embedded love of learning and positive attitude towards all aspects of school.

To ensure children make great progress in EYFS, it is our intent to take into consideration their baseline points and the needs of our pupils as they begin their learning journey with us. Every child has access to a broad, balanced and engaging curriculum which prepares them for now and for the future, in regards to opportunities and experiences. Taking into consideration personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

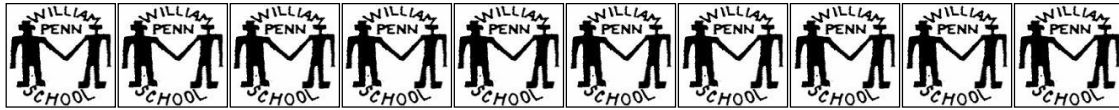
Our EYFS curriculum aims to enable our children to be:

- **Competent and creative learners**; who are curious about the world around them.
- **Secure and confident**; who enjoy coming to school and learning new skills and knowledge building on their existing learning.
- **Skilful communicators**; who connect with others through language and play, ensuring that they play and learn in a vocabulary rich environment.

Once a child has reached the end of the EYFS we aim to have imparted the skills and attitudes that will enable each individual to make a successful transition into Year One. At William Penn we aspire for them to be Year One ready and to display the following skills and understanding in each area.

PSED

- Form positive relationships with adults and peers, respecting other's feelings and understanding how their behaviour has an impact on others.
- Show independence in their learning, being able to make their own choices about how to approach an activity and showing resilience when problems occur. They will be able to select their own resources to support their learning e.g. cubes to help with counting.
- Be able to work as part of a team, listening to other's ideas and working towards a shared outcome.
- Understand that they have a role to play in their own learning, demonstrating good learning behaviours and taking pride in their achievements. This includes being aware of the learning pit and understanding that making mistakes are an important part of the learning journey.
- To know when and where to ask for help, trying to solve problems for themselves first before seeking the support of an adult.
- Understand the school values, what they mean and develop understanding of applying them.
- Talk about ways to stay healthy, including hygiene and dental care.



Communication and Language

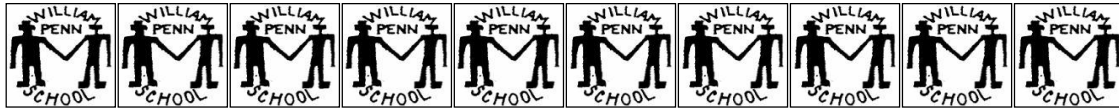
- Communicate clearly, expressing their ideas, needs, opinions and feelings using full sentences. Children will be confident to hold a back and forth conversation, maintaining the flow and theme of the discussion.
- Listen as part of a group or class during discussions, valuing their peers' comments and responding appropriately. Children understand how to ask questions to clarify their understanding or take their learning further.
- Use an increasingly varied vocabulary. This will include topic specific language to talk about things, such as shapes in a more technical way. Have a bank of poems and songs that they are able to recite or join in with in class.
- Follow and give clear instructions or descriptions.

Physical Development

- Demonstrate developed gross motor skills enabling them to confidently move in a range of ways e.g. hopping, running, skilling and climbing.
- Negotiate space and obstacles safely, showing consideration for themselves and for others. This includes when riding on a bike or scooter.
- Throw and catch a ball accurately.
- Use small tools such as scissors, paintbrushes and cutlery independently and safely.
- Hold a pencil effectively to enable fluent writing, knowing how to apply the correct pressure to form clear letters.
- Know how to stay safe when riding bikes and scooters e.g. wearing helmet, remembering their scooter training.
- Developed a strong core to enable them to maintain the posture needed for completing activities such as writing.
- Demonstrate good stamina which enables them to participate effectively in physical activities.

Literacy

- Have a secure knowledge of all taught EYFS phonics which enables them to read simple sentences and books, and transition effectively to the Year One phonics curriculum.
- Be able to independently write simple short sentences that can be read by themselves and others, showing an awareness of capital letters and full stops.
- Form letters correctly, using an effective pencil grip and knowing where to start each letter.
- Develop a love of reading, being able to talk about favourite stories, characters and key events.
- Have an understanding of story language, enabling them to create their own stories and narratives.
- Understand the difference between fiction and non-fiction books, and know some of the terms associated with them e.g. author, illustrator, content, heading.
- Join in with and recite well know poems.
- Join in with familiar stories.



Maths

- Have a secure understanding of numbers to ten and experienced numbers that go beyond ten.
- Be able to subitise numbers to five and mentally recall number bonds to five, and number bonds to ten with resources.
- Recognise patterns in their environment and within numbers, being able to copy and create their own patterns.
- Understand more and less, being able to compare quantities.
- Name simple common 2D and 3D shapes, using correct vocabulary to describe the shapes properties and understanding that shapes can have other shapes within them.
- Apply mathematical knowledge in a range of different contexts through their play.
- Be able to correctly form the numerals 0-9.

Understanding the World

- Have a strong sense of curiosity that makes them want to find out the 'why' behind how things work.
- Have an enquiring mind about the past, exploring it through stories and talking to people.
- Begin to understand where they can find information to help them learn about the past.
- Recognise similarities and differences between the present and the past, or between different locations.
- Understand that people have different beliefs and religions, showing respect and tolerance for those differences.
- Use maps, globes, non-fiction books and recorded clips to talk about different places in the world.
- Understand the impact that they have on the world and how they can help take care of it.
- Talk about where different animals live and what makes them suitable for their habitat.

Expressive Arts and Design

- Developed a sense of creativity which inspires them to explore all aspects of art confidently.
- Confidence to perform in front of others either by themselves or as part of a group.
- Know how to use a range of percussion instruments with care and control.
- Handle a range of small tools with control e.g. paintbrush, scissors, pencils, knife and fork.
- Think about what they are going to create before they start, and then evaluate their work as they go by saying what has worked and what hasn't.
- Create their own imaginative storylines and perform them using props.
- Retell and perform well known stories and poems, individually and in groups.
- Enjoy listening to a range of music from different countries, being able to say what they do or don't like about it.
- Talk about how music makes them feel, showing their responses through art work or dance.