

EYFS Big Picture Goals

What we want the children to achieve by the end of the academic year and how we will support their progress

Progress Models for learning across the EYFS

Big picture goal	FS1	FS2
<p>To prepare themselves for outdoor play</p>	<p>By the end of FS1 we will expect to see the children:</p> <p>Choose appropriate items of clothing and independently put them on; needing help for only one or two more difficult aspects e.g. putting fingers into gloves</p> <p>Progress Model/Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - Observing and talking about the weather - Learning the names for all outdoor clothing - Knowing which clothing is appropriate for a particular weather - Asking for adult help when necessary - Following instructions e.g. 'put your hood on your head then find your sleeve' - Having a go at putting on their own clothing (beginning to learn they can be independent) - Persevering to put on particularly tricky items of clothing - Putting on their own coat, wellies, shoes, hat ect. - Applying their own sun cream - Zipping up their own coat <p>Provision put in place</p> <ul style="list-style-type: none"> - 'Today board' will be completed each day, highlighting the weather that day - Pictorial signs to inform the children of the appropriate clothing/footwear for the weather that session - Fine motor activities part of continuous provision; with opportunities to practice zips and buttons - Positive reinforcement whenever the children show independence or perseverance. - Specific skills to be taught during Metacognition sessions e.g. putting on a coat. 	<p>By the end of FS2 we will expect to see:</p> <p>To get changed for a P.E session independently by changing into a new set and then putting their uniform back on.</p> <p>Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> -To understand why they need to change their clothes when they are doing exercise -Learning the names for all their P.E kit-shorts, plimsolls, t-shirt, joggers, jumper -Knowing where their P.E kit is in the classroom -Knowing the order of what to take off and what to replace it with so they don't take their shoes off and put on their plimsolls before they have put their shorts on -Understanding that they need to put the clothes they have taken off into their P.E bags so they don't lose their clothes - Persevering to put on particularly tricky items of clothing-t-shirt! -Knowing the reverse order of what clothes to put on after the P.E session -Being able to put on their shoes independently -Putting the P.E kit away by folding the clothes into the bag -To get changed within 5 minutes by initially following a visual timer <p>Provision put in place</p> <ul style="list-style-type: none"> -Teach the children how to get ready for P.E by having an order of which clothes to take off and what to put on next- sequence board and have the same for getting back into their uniforms -Supporting the children to become independent whilst getting changed -Demonstrate to the children how to complete more complex parts of getting changed such as putting in the buttons -Teach the children to have a preserving mind-set through metacognition sessions -Fine motor activities part of continuous provision; with opportunities to practice zips and buttons -Positive reinforcement whenever the children show independence or perseverance
<p>To write their own name</p>	<p>By the end of FS1 we will expect to see:</p> <p>The children independently using a tripod grip to write the letters of their name in order</p> <p>Progress Model/Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - recognise the first letter in their name - say the initial sound in their name - recognise their name with pictorial support (dinner names/coat pegs) - recognise their name without pictorial support - Build their name using name jigsaws - Build their name using magnetic letters - Hold a pen using a tripod grip - Write some of the letters from their name on a large scale (e.g. chalk) - Write their name with adult support - Write their name independently <p>Provision put in place</p> <ul style="list-style-type: none"> - Names clearly labelled on pegs with individual pictures to support recognition when necessary - Adult support to recognise the first letter in their name - Large scale mark making opportunities should be available as part of continuous provision - Name jigsaws should be introduced as soon as the children area ready - Children will be taught how to use magnetic letters to build their name (also part of continuous provision) 	<p>By the end of FS2 we will expect to see:</p> <p>The children will write their name independently and learn to write their last names using capital letters correctly. The children will write their name for a range of different purposes.</p> <p>Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> -understand that they have a first name and surname -understand that there is a space between their names -recognise the letters in their last name -write the letters in their last name -write the first and last name with a space -understand why they need to write their name on learning that belongs to them -Learn to write their name on a waiting list to take turns with different toys -to use capital letters correctly at the start of both their first name and surname <p>Provision put in place</p> <ul style="list-style-type: none"> -To use both the child's first and last name when calling the register to get them use to hearing their name -To use their last name when communicating with the child -To have first and last name tracing labels so the children can practise writing over their last name (daily activity) -Children will be taught in Phonics how to form each letter accurately -Children will write their name on their own creations -Children will write their name on lists such as waiting for the computer, water tray, see saw and other areas of provision

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	<ul style="list-style-type: none"> - Adults will make the most of every opportunity to model name writing, e.g. on models or pictures 	<ul style="list-style-type: none"> -Children will have their second name on their peg, book and drawer labels
<p>To Make a mask</p>	<p>By the end of FS1 we will expect to see the children: Makie their own mask, needing support for only one or two aspects of the process, e.g tying the string</p> <p>Progress Model/Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - Children will be shown how to use the creative area and the resources available - Children will be introduced to masks and shown how they can be used to enhance their imaginative play (to hook them in!) - Cutting practise sheets will be available, so the children can deevlop their ability to cut along a line. - Threading oppertunities will be part of continuous provision, so this skill can be developed. - Blank mask templates will be part of continour provision for the children to explore and experiment with - Adults will model making masks, clearly talking through their thought processses - Children will be explicitly taught key skills during carpet times e.g. using different tools - Pictoral instuction books will be introduced and adults will model how to use them - Skills such as measuring will be explicitly modelled - so the children can cut off enough string to secure their mask - Children will be encouraged to persever when difficulties arrise, but also to askfor help if they really need it. - Children will be encouraged to talk trough their thought process - Children will create their own mask, then use it to support their imaginative play <p>Provision put in place</p> <ul style="list-style-type: none"> - Blank mask templates and all of the tools/resources needed to make a mask will be part of continuous provision - Inputs will be planned and delivered to model key skills - All adults will reinforce children's independence during free play 	<p>By the end of FS2 we will expect to see: To design and write a set of instructions for making their own mask. To independently make their mask and help a friend to make a mask too.</p> <p>Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - Model how to use the creative area and key resources such as a hole punch and treasury tags. - As a hook, children will be introduced to the use of masks such as within theatre or for a ball. - Children will draw their own mask using visual prompts and modelling from an adult. Child will label the key features of their masks. - To understand the features of a set of instructions and write some instructions for how to make their mask. - To cut accurately, using their dominant hand, through curved and straight lines. - To explore and experiment with different designs, understanding that their first creation may not be their favourite or they may need to adapt their design. - Children will understand how to measure the correct amount or number of a resource that is needed from clear modelling of an adult - To persevere when difficulties arise and understand how to calmly ask for help using polite and full sentences - To understand the use of their mask within imaginative play both inside and outside. Within this, they will act out a role and storyline alongside other children. <p>Provision put in place</p> <ul style="list-style-type: none"> - Fine motor threading and cutting opportunities as part of continuous provision - Template for a set of instructions often provided in the writing areas for many purposes such as baking a cake - Pictorial instruction books will be introduced and adults will model how to use them. Key design ideas and images will be includes for inspiration within this book. - At the start of the year, cutting practice and pencil control sheets available to aid the development of this skill - Blank mask templates for children to develop designs and experiment with - Children will be encouraged within all provision areas to explain and talk through their thought process on a daily basis, this will help develop confidence. - Inputs will be planned and delivered to model key skills - All adults will reinforce independence and helping one another during free play
<p>To be authors</p>	<p>By the end of FS1 we will expect to see the children: Generating their own 5 sentence story using pictures as prompts and creating their own pictorial treasury tag book, to record their story.</p> <p>Progress Model/Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - Understand the key parts of a story, e.g character/setting/beginning/end - Use story language, e.g. 'once upon a time' - Develop increasingly complex stories/scenarios using open ended resources in their imaginative play - Understand and use the '5 Sentence story model' to generate their own verbal story - Use story langauge from familiar stories when creating/retelling stories <ul style="list-style-type: none"> - Understand and follow oral or pictoral instructions to make a book - Fold and manipulate paper to create a book - Use tools for a purpose (scissors, hole puncher, pencils, tresury tags) - Thread treasury tags to join the pages <ul style="list-style-type: none"> - Record their story ideas using their drawing skills with increasing complexity & detail, such as representing a face with a circle & including details - Use their letter and knowledge of print to mark make with intent; e.g. labeling pictures with marks and/or letters - Use a tripod grip to mark make ('nip, flip and grip' song) - Write their name on the front cover, naming themselves as autor! 	<p>By the end of FS2 we will expect to see: Generating their own 5 sentence story using their own imagination and creating their own pictorial treasury tag book with short sentences for each picture, to record their story. To explain what the characters and setting are in their story.</p> <p>Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - To further their understanding of the key parts of a story, e.g character/setting/beginning/end by exploring a range of different stories with different settings and characters. - To continue to develop increasingly complex stories/scenarios using open ended resources in their imaginative play by playing alongside others and creating stories using props - To use the '5 Sentence story model' to talk about a story they have read - To use the '5 Sentence story model' to generate their own verbal story which they have created using their own ideas - To understand what a story map is and how they can be used to write a story - To draw a story map of a story they have read such as Goldilocks and the three bears - To plan their story using their own story map - To make a front cover of the book and understand what an author does and what an illustrator does - To make a blurb on the back to give a brief overview of what happens in their story - To draw 5 different relevant pictures for each of their sentences about the story - To use their Phonics skills to learn how to write short words by sounding them out and writing each sound down - To write two words next to each other with a finger space in between the words

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	<ul style="list-style-type: none"> - Use language to re-tell their story to others, using their illustrations/marks as prompts - Use language to plan and explain their story/ book making processes <p>Provision put in place</p> <ul style="list-style-type: none"> - Lots of opportunity for story telling throughout provision, with adults modelling story language - Open ended small world story area to be introduced, - Inviting book corner will be filled with familiar stories for the children to use as inspiration - Puppet theatre will be available with a range of openended characters/resources to encourage child initiated story telling - Adults modelling story telling in a range of provision areas - Children will use the '5 sentence story model' to practise generating stories as a class and then within small focus groups. Scaffolding will be provided through the amount of adult support given. - A pictorial version of the '5 sentence story model' will be used to teach the children a simple story structure. This will be revisited frequently, to ensure children develop confidence being authors! - Lots of exposure to quality texts during carpet times and small group focus sessions <ul style="list-style-type: none"> - Book making resources included as part of continuous provision, so the children can explore the equipment and have the opportunity to develop the skills required - Explicitly teaching key book making skills during main inputs (threading, using tools for a purpose, manipulating resources, mark making with intent) and support/modelling provided during free-play sessions. - Pictorial instructions for making a book will be on display continuously - will also be modelled <ul style="list-style-type: none"> - Opportunities for large and small scale mark making throughout provision - Modelling a tripod grip at every opportunity & introduce the 'nip, flip and grip' song - Opportunities to use technology to record stories (ipads/recording devices) 	<ul style="list-style-type: none"> - To understand that a sentence starts with a capital letter, has finger spaces between the words and ends with either a full stop, exclamation mark or a question mark. - To write their own sentences independently for their story - To read their story to their friends by sounding out and blending the words they have written - To read another friends book and state one thing they liked about the story and one things they could improve next time they made a story book <p>Provision put in place</p> <ul style="list-style-type: none"> -Lots of opportunities to read stories as a whole class and in small groups discussing the structure of the stories -Small world story provision tables with the props from the stories so the children can role play the stories -Open the book delivered for the children to focus on a different story each week using the 5 sentence story model within these sessions - A pictorial version of the '5 sentence story model' will be used to teach the children a simple story structure. This will be revisited frequently, to ensure children develop confidence being authors! -Lots of exposure to quality texts during carpet times and small group focus sessions -Phonics lessons will focus on developing children's skills to enable them to write short words and develop this into them being able to write sentences independently -In Phonics sessions writing sentences about different pictures from different stories eg. The wolf blew the house down. -Phonics bug books will be read to the children each week -The children will have access to books they can read independently -The children will read with an adult at least once a week -The children will have puppets and puppet stands to act their own stories out -The children will have picture cards of stories to write sentences about -Lots of templates for story maps -Templates of books to enable them to make their own story books and put these into the reading area for other children to read and enjoy -The children will review a book together as a class and understand the features of a book review
<p>To be gardeners</p>	<p>By the end of FS1 we will expect to see the children: Independently planting and nurturing their own seeds</p> <p>Progress Model/Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - Know the names of simple gardening equipment/materials e.g. plant pot, soil, seed - Use tools, equipment and resources for a particular purpose - Follow instructions on how to plant a seed - Explore roleplaying the planting process during free play - Plant own seeds/beans in class - Experience the plant life cycle and then begin to talk about it with adult support - Provide the seed/plant what it needs to grow, using pictorial/adult support - Show care for living things - Work as part of a class community to care for the FS allotment and plants in the garden/classroom - Talk about where food comes from & what foods are healthy - Labeling plant pots with their name and some letters/initial sounds/pictures - Taste some of the things grown in the FS allotment <p>Provision put in place</p> <ul style="list-style-type: none"> - Introduce a 'growing station' into the classroom, where children can observe seeds growing - Decide as a key stage on a 'wish list' for things to plant in the FS allotment - Stickers available as part of continuous provision to encourage label making - Pictorial instructions for planting a seed - Access to the allotment during free play (as soon as it is safe to do so) - Pictorial instructions for caring for a seed (in the form of a picture book) - Gardening resources to be included as part of continuous provision - Directly teaching the life cycle of a plant during main inputs 	<p>By the end of FS2 we will expect to see: To understand how things grow and what the best conditions are for plant growth. To know where different food comes from that they eat.</p> <p>Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> -To explain how to plant a seed independently and the children are able to plant a seed by themselves developing on from FS1 -The children can explain in simple terms the life cycle of a plant -The children understand how to carry out a simple experiment - The children investigate what are the best conditions for a plant to grow -The children can talk about what things a plant needs to grow -Show care for living things -Work as part of a class community to care for the FS allotment and plants in the garden/classroom -The children learn the different parts of the plant and discuss what these are used for eg roots are to help the plant get water -To understand where different food comes from -To understand what is produced on a farm and how the food comes from the farm to the supermarket. <p>Provision put in place</p> <ul style="list-style-type: none"> - Introduce a 'growing station' in the garden where the children can plant seeds in pots and watch them grow - Decide as a key stage on a 'wish list' for things to plant in the FS allotment - Stickers available as part of continuous provision to encourage label making - Pictorial instructions for planting a seed - To carry out investigations to see what conditions are best for plants to grow in - Encourage and share home gardening - Explore 'Olivers vegetables' as a key book to support the learning of where food comes from - To allow children to explore different foods using their senses - Consider minibeast lifecycles and their habitats through our minibeast topic

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	<ul style="list-style-type: none"> - Teaching the children how to plant seeds and care for plants during main inputs - Where food comes from inputs/focus groups - Opportunities to try different fruit and vegetables 	<ul style="list-style-type: none"> - Write a simple set of instructions for how to plant a seed - Teach the lifecycle of a plant
<p>To be part of a sports team</p>	<p>By the end of FS1 we will expect to see the children:</p> <p>Playing a game of 'catch 5' within a group of 4 children (two teams)</p> <p>Progress Model/Skills the children will develop over the course of the year:</p> <ul style="list-style-type: none"> - Learning how to throw and catch: <ol style="list-style-type: none"> 1. Throwing ribbons 2. A bean large bag 3. A small bean bag 4. A Large, soft ball - Learning the names of the other children in the class - Using children's names to gain their attention - Collaborating with others and developing a sense of teamwork - Knowing what simple rules are and how to follow them - Learning what instructions are - Increase the challenge as the children's skill level develops e.g. beginning with 'catch 2', then 'catch 3', then 'catch 4' ect. - Count the passes between players - Develop ways to keep score - Recognising and naming colours (to identify their team mates) <p>Provision put in place</p> <ul style="list-style-type: none"> - Ribbons to throw and catch - beanbags in provision - 2 colours of bibs available (once they have been introduced by an adult) - Balls - Chalk/clipboards and paper to keep scores - Outdoor space/time in the hall to play - Teaching key rules of the game - Modelling how to keep score - Teaching 'top tips' of how to successfully throw and catch 	<p>By the end of FS2 we will expect to see:</p> <p>Playing a game of football with 4 people on each team.</p> <p>Skills the children will develop over the course of the year:</p> <p>Learning how to kick a ball:</p> <ol style="list-style-type: none"> 1. Have big balls to kick between 2 children 2. Smaller balls to kick between 2 children 3. Smaller ball to kick within a circle-kick and pass 4. To learn to dribble with a ball 5. To dribble a ball between two cones 6. To dribble in and out of a set of cones <ul style="list-style-type: none"> - Learning the names of the other children in the class - Using children's names to gain their attention - Collaborating with others and developing a sense of teamwork. Children will control their emotions and understand that they cannot win every time. - Knowing what simple rules are and how to follow them - Learning what instructions are <p>-To understand the rules of the game and which net they need to score into</p> <p>-To understand who is on their team</p> <p>Provision put in place</p> <ul style="list-style-type: none"> -Balls to kick -cones to dribble around -football net for the children to shoot into -Coloured bibs for the children to set up their own football games outside -different sized balls -Teaching the children how to play the game of football -Modelling good teamwork through simple circle time games -Clipboard, paper and pencils to keep scores through the use of a tally chart. Model this initially. -Introduce different spaces to play football such as the hall, playground and field -Circle time games which introduce learning the names of other children, speaking to them with respect and working as a team -Learning the importance of a set of instructions and how to follow them such as baking a cake or playing a game.