

## 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

FS1 Big picture goals	Skills and Provision	FS2 Big Picture Goals	Skills and Provision
<p><b>1.To be able to appropriately dress for the outdoors.</b></p>	<p><b>By the end of FS1 we will expect to see the children:</b> 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><b>Progress Model/Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>- Observing and talking about the weather</li> <li>- Learning the names for all outdoor clothing</li> <li>- Knowing which clothing is appropriate for a particular weather</li> <li>- Asking for adult help when necessary</li> <li>- Following instructions e.g. 'put your hood on your head then find your sleeve'</li> <li>- Having a go at putting on their own clothing (beginning to learn they can be independent)</li> <li>- Persevering to put on particularly tricky items of clothing</li> <li>- Putting on their own coat, wellies, shoes, hat ect.</li> <li>- Applying their own sun cream</li> <li>- Zipping up their own coat</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>- 'Today board' will be completed each day, highlighting the weather that day</li> <li>- Pictorial signs to inform the children of the appropriate clothing/footwear for the weather that session</li> <li>- Fine motor activities part of continuous provision; with opportunities to practice zips and buttons</li> <li>- Positive reinforcement whenever the children show independence or perseverance.</li> <li>- Specific skills to be taught during Metacognition sessions e.g. putting on a coat.</li> </ul>	<p><b>1.To be able to get changed for a PE session independently.</b></p>	<p><b>By the end of FS2 we will expect to see:</b> To get changed for a P.E session independently by changing into a new set and then putting their uniform back on.</p> <p><b>Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>-To understand why they need to change their clothes when they are doing exercise</li> <li>-Learning the names for all their P.E kit-shorts, plimsolls, t-shirt, joggers, jumper</li> <li>-Knowing where their P.E kit is in the classroom</li> <li>-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</li> <li>-Understanding that they need to put the clothes they have taken off into their P.E bags so they don't lose their clothes</li> <li>- Persevering to put on particularly tricky items of clothing.</li> <li>-Knowing the reverse order of what clothes to put on after the P.E session</li> <li>-Being able to put on their shoes independently</li> <li>-Putting the P.E kit away by folding the clothes into the bag</li> <li>-To get changed within 5 minutes by initially following a visual timer</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>-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 if needed and have the same for getting back into their uniforms</li> <li>-Supporting the children to become independent whilst getting changed</li> <li>-Demonstrate to the children how to complete more complex parts of getting changed such as putting in the buttons</li> <li>-Teach the children to have a preserving mind-set through metacognition sessions</li> <li>-Fine motor activities part of continuous provision; with opportunities to practice zips and buttons</li> <li>-Positive reinforcement whenever the children show independence or perseverance</li> </ul>
<p><b>2.To be able to write your own name and give meaning to marks.</b></p>	<p><b>By the end of FS1 we will expect to see:</b> The children will be able write the letters of their name in order and give verbal meaning or thoughts behind marks made.</p> <p><b>Progress Model/Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>- recognise the first letter in their name</li> <li>- say the initial sound in their name</li> <li>- recognise their name with pictorial support (dinner names/coat pegs)</li> <li>- recognise their name without pictorial support</li> <li>- Build their name using magnetic letters</li> <li>- Show a preference for a dominant hand</li> <li>- Write some of the letters from their name on a large scale (e.g. chalk)</li> <li>- Write their name with adult support</li> <li>- Write their name independently</li> <li>- To be able to use a range of resources to make marks with planned intention</li> <li>- To be able to explain the meaning behind the marks made or state what they represent.</li> <li>- Use their letter and knowledge of print to mark make with intent; e.g. labeling pictures with marks and/or letters</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>- Names clearly labelled on pegs with individual pictures to support recognition when necessary</li> <li>- Adult support to recognise the first letter in their name</li> <li>- Modelling a tripod grip at every opportunity &amp; introduce the 'nip, flip and grip' song</li> <li>- Large scale mark making opportunities should be available as part of continuous provision</li> </ul>	<p><b>2.To be able to write a 5 sentence story containing recognisable letters.</b></p>	<p><b>By the end of FS2 we will expect to see:</b> The children will be able to write 5 simple sentences to form a story that can be read by others. The children will be able to write letters that are recognisable. The children will be able to spell words that are phonetically plausible. To explain what the characters and setting are in your story.</p> <p><b>Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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</li> <li>- To understand what a story map is and how they can be used to write a story</li> <li>- To draw a story map of a story they have read such as Goldilocks and the three bears</li> <li>- To make a front cover of the book and understand what an author does and what an illustrator does</li> <li>- To make a blurb on the back to give a brief overview of what happens in their story</li> <li>- To draw 5 different relevant pictures for each of their sentences about the story</li> <li>- To use their Phonics skills to learn how to write short words by sounding them out and writing each sound down</li> <li>- To write two words next to each other with a finger space in between the words</li> <li>- 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.</li> <li>- To write their own sentences independently for their story</li> <li>- To read their story to their friends by sounding out and blending the words they have written</li> <li>- 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</li> </ul>

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	<ul style="list-style-type: none"> <li>- Name writing on yellow cards to be introduced as soon as the children are ready</li> <li>- Children will be taught how to use magnetic letters to build their name or explore print in general (also part of continuous provision)</li> <li>- Adults will make the most of every opportunity to model name writing and mark making e.g. on models or pictures</li> <li>- Mark making opportunities available in a range of areas and both inside and outside.</li> <li>- Adults to model key mark making skills and explaining what their marks are for the children to observe. Adults to encourage children to do the same through key vocab when engaging in mark making.</li> </ul>		<p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>-Lots of opportunities to read stories as a whole class and in small groups discussing the structure of the stories</li> <li>-Small world story provision tables with the props from the stories so the children can role play the stories</li> <li>-Class Book delivered for the children to focus on a different story each week using the 5 sentence story map within these sessions</li> <li>- 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!</li> <li>-Lots of exposure to quality texts during carpet times and small group focus sessions</li> <li>-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</li> <li>-Phonics bug books will be read to the children each week</li> <li>-The children will have access to books they can read independently</li> <li>-The children will read with an adult at least once a week</li> <li>-The children will have picture cards of stories to write sentences about</li> <li>-Lots of templates for story maps</li> <li>-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</li> <li>-The children will review a book together as a class and understand the features of a book review</li> </ul>
<p><b>3.To be able make a simple model using two different materials, tools or techniques.</b></p>	<p><b>By the end of FS1 we will expect to see the children:</b></p> <p>Make their own model containing at least two different materials, tools or techniques, needing support for only one or two tricky parts of the process, e.g tying something or opening tape.</p> <p><b>Progress Model/Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>- Children will be shown how to use the creative area and the resources available</li> <li>- Children will be introduced to models and shown how they can be used to enhance their imaginative play (to hook them in!)</li> <li>- Cutting practise sheets will be available, so the children can develop their ability to cut along a line.</li> <li>- Threading opportunities will be part of continuous provision, so this skill can be developed.</li> <li>- A range of junk modelling items will be part of continuous provision for the children to explore and experiment with</li> <li>- Adults will model making a model with a clear intention from the start ('I am going to make a ____ I will need a ____ for ____'), clearly talking through their thought processes</li> <li>- Children will be explicitly taught key skills during carpet times e.g. using different tools</li> <li>- Pictorial instructions will be available in provision for techniques that children are finding tricky</li> <li>- Skills such as measuring will be explicitly modelled.</li> <li>- Children will be encouraged to persevere when difficulties arise, but also to ask for help if they really need it.</li> <li>- Children will be encouraged to talk through their thought process</li> <li>- Children will create their own model, then use it to support their imaginative play</li> <li>- Encourage the children to include at least two elements to their model - for example, attaching circle wheels with tape and then drawing windows with a pen or crayon.</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>- A range of different size and shape junk modelling and all of the tools/resources needed to make a model will be part of continuous provision</li> <li>- Inputs will be planned and delivered to model key skills</li> <li>- All adults will reinforce children's independence during free play</li> </ul>	<p><b>3.To plan and create a model using a variety of materials, tools and techniques.</b></p>	<p><b>By the end of FS2 we will expect to see:</b></p> <p>To design and label a model that they plan to create in the creative area.</p> <p>To independently make their model and help a friend to make a model too.</p> <p>To use a variety of materials, tools and techniques to create the model.</p> <p><b>Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>- Model how to use the creative area and key resources such as a hole punch and treasury tags.</li> <li>- As a hook, children will be introduced to the use of models and how these can enhance their play.</li> <li>- Model how to label a picture through 'shared write' time in Class Book sessions.</li> <li>- Children will draw their model design before making it - they can then use it to refer back to. Children will label the model with key features.</li> <li>- To understand the features of a set of instructions and challenge children by encouraging them to write some instructions for how to make their model.</li> <li>- To cut accurately, using their dominant hand, through curved and straight lines.</li> <li>- 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.</li> <li>- Children will understand how to measure the correct amount or number of a resource that is needed from clear modelling of an adult</li> <li>- To persevere when difficulties arise and understand how to calmly ask for help using polite and full sentences</li> <li>- To understand the use of their model within imaginative play both inside and outside. Within this, they will act out a role and storyline alongside other children.</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>- Fine motor threading and cutting opportunities as part of continuous provision</li> <li>- To encourage children to develop their model further by adding extra detail, technique or materials available in the creative area - if the children are struggling to think of how to extend, use the 'thinking aloud' method.</li> <li>- Template for a set of instructions often provided in the writing areas for many purposes such as baking a cake</li> <li>- Pictorial instruction books will be introduced if required and adults will model how to use them. Key design ideas and images will be included for inspiration linked to the topic.</li> <li>- At the start of the year, cutting practice and pencil control sheets available to aid the development of this skill</li> <li>- A range of different size and shape junk modelling and all of the tools/resources needed to make a model will be part of continuous provision</li> <li>- 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.</li> <li>- Inputs will be planned and delivered to model key skills</li> </ul>

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			<ul style="list-style-type: none"> <li>- All adults will reinforce independence and helping one another during free play</li> <li>- Materials and tools are regularly changed and updated to challenge and hook children into the creative area.</li> </ul>
<p><b>4.To play a simple game of 'catch' with a friend.</b></p>	<p><b>By the end of FS1 we will expect to see the children:</b> Playing a game of 'catch' with a friend.</p> <p><b>Progress Model/Skills the children will develop over the course of the year:</b></p> <p>Learning how to throw and catch:</p> <ol style="list-style-type: none"> <li>1. Throwing ribbons</li> <li>2. A bean large bag</li> <li>3. A small bean bag</li> <li>4. A Large, soft ball</li> </ol> <ul style="list-style-type: none"> <li>- Learning the names of the other children in the class</li> <li>- Using children's names to gain their attention</li> <li>- Collaborating with others and developing a sense of teamwork</li> <li>- Knowing what simple rules are and how to follow them</li> <li>- Learning what instructions are</li> <li>- Increase the challenge as the children's skill level develops e.g. beginning with 'catch 2', then 'catch 3', then 'catch 4' ect.</li> <li>- Count the passes between players</li> <li>- Develop ways to keep score</li> <li>- Find solutions to conflicts and rivalries - for example, when everyone wants a turn at the same time.</li> <li>- To have the confidence to take part in and extend a group activity</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>- Ribbons to throw and catch</li> <li>- beanbags in provision</li> <li>- Balls</li> <li>- Chalk/clipboards and paper to keep scores - modelling correct number formation and accurate counting in order.</li> <li>- Outdoor space/time in the hall to play</li> <li>- Teaching key rules of the game</li> <li>- Modelling how to keep score</li> <li>- Teaching 'top tips' of how to successfully throw and catch</li> </ul>	<p><b>4.To be able to play a playground game with a large group of friends.</b></p>	<p><b>By the end of FS2 we will expect to see:</b> Playing a playground game with a large group of friends.</p> <p><b>Skills the children will develop over the course of the year:</b></p> <ul style="list-style-type: none"> <li>- Learning the names of the other children in the class</li> <li>- Using children's names to gain their attention</li> <li>- Collaborating with others and developing a sense of teamwork. Children will control their emotions and understand that they cannot win every time.</li> <li>- Knowing what simple rules are and how to follow them</li> <li>- Learning what instructions are</li> <li>- To understand the rules of the game</li> <li>- To understand who is on their team (if there are teams in certain games)</li> <li>- To give focused attention to an adult when modelling or introducing the game so that it is being played fairly.</li> <li>- To manage your own space whilst considering other people and objects around you.</li> </ul> <p><b>Provision put in place</b></p> <ul style="list-style-type: none"> <li>-any resources or objects needed to play the game</li> <li>-Teaching the children how to play the game and the rules of the game</li> <li>-Teaching the children how to play these games could also happen during lunchtime and afternoon break (Summer term) in preparation for Year 1.</li> <li>-Modelling good teamwork through simple circle time games initially</li> <li>-Clipboard, paper and pencils to keep scores through the use of a tally chart. Model this initially.</li> <li>-Introduce different spaces to play the game such as the hall, playground and field</li> <li>-Circle time games which introduce learning the names of other children, speaking to them with respect and working as a team</li> <li>-Learning the importance of a set of instructions and how to follow them such as baking a cake or playing a game.</li> </ul>