

The Early Years Foundation Stage

Guidance notes for parents and carers to be read in conjunction with your child's end of Nursery year report

This report shows your child's progress towards the 17 30-50 months Learning Goals by which every child leaving the Early Years Foundation Stage (EYFS) is assessed. Most children are **expected** to achieve 30-50 months objectives, which appear in the middle column throughout the chart. Some children may still be at the '**emerging**' level of development on a particular goal; others may be **exceeding** the goal and already working at 40 – 60 months. A child may not have achieved every single aspect of an early learning goal but judgements are made on a 'best fit' basis.

Assessments have been made on evidence gathered throughout the year.

'Emerging' means that your child is working towards the 'expected' level.

| | Expected | Exceeding |
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| Communication and Language | | |
| 1 Listening and Attention | Children listen to others one to one or in small groups, when conversation interests them. They listen to stories with increasing attention and recall. They join in with repeated refrains and anticipates key events and phrases in rhymes and stories. They focus attention – still listen or do, but can shift own attention. They are able to follow directions (if not intently focused on own choice of activity). | Children maintain attention, concentrate and sit quietly during appropriate activity. They have two-channelled attention – can listen and do for a short span. |
| 2 Understanding | Children understand use of objects (e.g. "What do we use to cut things?") They show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. They respond to simple instructions, e.g. to get or put away an object. They are beginning to understand 'why' and 'how' questions. | Children respond to instructions involving a two-part sequence. They understand humour, e.g. nonsense rhymes, jokes. They are able to follow a story without pictures or props. They listen and respond to ideas expressed by others in conversation or discussion. |
| 3 Speaking | Children are beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). They can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). They use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. They question why things happen and give explanations. They ask e.g. <i>who, what, when, how</i> . They use a range of tenses (e.g. <i>play, playing, will play, played</i>). They use intonation, rhythm and phrasing to make the meaning clear to others. They use vocabulary focused on objects and people that are of particular importance to them. They build up vocabulary that reflects the breadth of their experiences. They use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' | Children extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. They Use language to imagine and recreate roles and experiences in play situations. They link statements and stick to a main theme or intention. They use talk to organise, sequence and clarify thinking, ideas, feelings and events. They introduce a storyline or narrative into their play. |
| Physical Development | | |
| 4 Moving and Handling | Children moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They mount stairs, steps or climbing equipment using alternate feet. They walk downstairs, two feet to each step while carrying a small object. They run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. They can stand momentarily on one foot when shown. They can catch a large ball. They draw lines and circles using gross motor movements. They use one-handed tools and equipment, e.g. makes snips in paper with child scissors. They can hold a pencil between their thumb and two fingers, no longer using whole-hand grasp. They hold their pencil near point between first two fingers and thumb and uses it with good control. They can copy some letters, e.g. letters from their name. | Children experiment with different ways of moving. They can jump off an object and lands appropriately. They negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. They travel with confidence and skill around, under, over and through balancing and climbing equipment. They show increasing control over an object in pushing, patting, throwing, catching or kicking it. They use simple tools to effect changes to materials. They Handle tools, objects, construction and malleable materials safely and with increasing control. They shows a preference for a dominant hand. They begin to use anticlockwise movement and retrace vertical lines. They begin to form recognisable letters. They can use a pencil and hold it effectively to form recognisable letters, most of which are correctly |

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| | | formed. |
| 5 Health and Self-Care | Children can tell adults when hungry or tired or when they want to rest or play. They Observe the effects of activity on their bodies. They understand that equipment and tools have to be used safely. They gain more bowel and bladder control and can attend to toileting needs most of the time themselves. They can usually manage washing and drying hands. They can dress themselves with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. | Children eat a healthy range of foodstuffs and understand need for variety in food. They usually dry and clean during the day. They show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. They show understanding of the need for safety when tackling new challenges, and consider and manage some risks. They show understanding of how to transport and store equipment safely. They practice some appropriate safety measures without direct supervision. |

| | Expected | Exceeding |
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| Personal, Social and Emotional Development | | |
| 6 Self- Confidence and Self- Awareness | Children can select and use activities and resources with help. They can welcome and value praise for what they have done. They enjoy responsibility of carrying out small tasks. They are more outgoing towards unfamiliar people and more confident in new social situations. They can confidently talk to other children when playing, and will communicate freely about own home and community. They show confidence in asking adults for help. | Children confidently speak to others about own needs, wants, interests and opinions. They can describe self in positive terms and talk about abilities. |
| 7 Managing Feelings and Behaviour | Children are aware of own feelings, and know that some actions and words can hurt others' feelings. They are beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. They can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. They can usually adapt behaviour to different events, social situations and changes in routine. | Children understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. They are aware of the boundaries set, and of behavioural expectations in the setting. They are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |
| 8 Making Relationships | Children can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. They Initiate play, offering cues to peers to join them. They keep play going by responding to what others are saying or doing. They demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. | Children initiate conversations, attends to and takes account of what others say. They explain own knowledge and understanding, and asks appropriate questions of others. They take steps to resolve conflicts with other children, e.g. finding a compromise. |
| Literacy | | |
| 9 Reading | Children enjoy rhyming and rhythmic activities. They show awareness of rhyme and alliteration. They recognise rhythm in spoken words. They listen to and join in with stories and poems, one-to-one and also in small groups. They join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They are beginning to be aware of the way stories are structured. They suggest how the story might end. They listen to stories with increasing attention and recall. They describe main story settings, events and principal characters. They show interest in illustrations and print in books and print in the environment. They recognise familiar words and signs such as own name and advertising logos. They look at books independently. They handle books carefully. They know information can be relayed in the form of print. They hold books the correct way up and turns pages. They know that print carries meaning and, in English, is read from left to right and top to bottom. | Children can continue a rhyming string. They hear and say the initial sound in words. They can segment the sounds in simple words and blend them together and knows which letters represent some of them. They can links sounds to letters, naming and sounding the letters of the alphabet. They can begin to read words and simple sentences. They use vocabulary and forms of speech that are increasingly influenced by their experiences of books. They enjoy an increasing range of books. They know that information can be retrieved from books and computers. |
| 10 Writing | Children sometimes give meaning to marks as they draw and paint. They ascribe meanings to marks that they see in different places. | Children give meaning to marks they make as they draw, write and paint. They are beginning to break the flow of speech into words. They can continue a rhyming string. They hear and say the initial sound in words. They can segment the sounds in simple words and |

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| | | blend them together. They link sounds to letters, naming and sounding the letters of the alphabet. They use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. They can write their name and other things such as labels, captions. They attempt to write short sentences in meaningful contexts. |
| Mathematics | | |
| 11 Numbers | Children use some number names and number language spontaneously. They use some number names accurately in play. They recite numbers in order to 10. They know that numbers identify how many objects are in a set. They are beginning to represent numbers using fingers, marks on paper or pictures. They sometimes match numeral and quantity correctly. They show curiosity about numbers by offering comments or asking questions. They compare two groups of objects, saying when they have the same number. They show an interest in number problems. They separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. They show an interest in numerals in the environment. They show an interest in representing numbers. They realise not only objects, but anything can be counted, including steps, claps or jumps. | Children recognise some numerals of personal significance. They recognise numerals 1 to 5. They count up to three or four objects by saying one number name for each item. They count actions or objects which cannot be moved. They count objects to 10, and beginning to count beyond 10. They count out up to six objects from a larger group. They select the correct numeral to represent 1 to 5, then 1 to 10 objects. They count an irregular arrangement of up to ten objects. They estimate how many objects they can see and checks by counting them. They use the language of 'more' and 'fewer' to compare two sets of objects. They find the total number of items in two groups by counting all of them. They say the number that is one more than a given number. They find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, they are beginning to use the vocabulary involved in adding and subtracting. They record, using marks that they can interpret and explain. They are beginning to identify own mathematical problems based on own interests and fascinations. |
| 12 Shape, Space and Measures | Children show an interest in shape and space by playing with shapes or making arrangements with objects. They show awareness of similarities of shapes in the environment. They use positional language. They show interest in shape by sustained construction activity or by talking about shapes or arrangements. They show interest in shapes in the environment. They use shapes appropriately for tasks. They are beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. | Children are beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. They Select a particular named shape. They can describe their relative position such as 'behind' or 'next to'. They order two or three items by length or height. They Order two items by weight or capacity. They use familiar objects and common shapes to create and recreate patterns and build models. They use everyday language related to time. They are beginning to use everyday language related to money. They order and sequences familiar events. They measure short periods of time in simple ways. |

| | Expected | Exceeding |
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| Understanding the World | | |
| 13 People and Communities | Children show interest in the lives of people who are familiar to them. They remember and talks about significant events in their own experience. They recognise and describe special times or events for family or friends. They show interest in different occupations and ways of life. They know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. | Children enjoy joining in with family customs and routines |
| 14 The World | Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. They can talk about some of the things they have observed such as plants, animals, natural and found objects. They talk about why things happen and how things work. They are developing an understanding of growth, | Looks closely at similarities, differences, patterns and change. |

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| | decay and changes over time. They show care and concern for living things and the environment. | |
| 15 Technology | Children know how to operate simple equipment e.g. turns on CD player and uses remote control. They show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. They show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. They know that information can be retrieved from computers. | Children complete a simple program on a computer. They use ICT hardware to interact with age-appropriate computer software. |
| Expressive Arts and Design | | |
| 16 Exploring and Using Media and Materials | Children enjoy joining in with dancing and ring games. They sing a few familiar songs. They are beginning to move rhythmically. They imitate movement in response to music. They tap out simple repeated rhythms. They explore and learn how sounds can be changed. They explore colours and how colours can be changed. They understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. They are beginning to be interested in and describe the texture of things. They use various construction materials. They are beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. They join construction pieces together to build and balance. They realise tools can be used for a purpose. | Children begin to build a repertoire of songs and dances. They explore the different sounds of instruments. They explore what happens when they mix colours. They experiment to create different textures. They understand that different media can be combined to create new effects. They manipulate materials to achieve a planned effect. They construct with a purpose in mind, using a variety of resources. They use simple tools and techniques competently and appropriately. They select appropriate resources and adapt work where necessary. They select tools and techniques needed to shape, assemble and join materials they are using. |
| 17 Being Imaginative | Children develop preferences for forms of expression. They use movement to express feelings. They create movement in response to music. They sing to self and makes up simple songs. They make up rhythms. They notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. They engage in imaginative role-play based on own first-hand experiences. They build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. They use available resources to create props to support role-play. They capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. | Children create simple representations of events, people and objects. They initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. They choose particular colours to use for a purpose. They introduce a storyline or narrative into their play. They play alongside other children who are engaged in the same theme. They play cooperatively as part of a group to develop and act out a narrative. |