






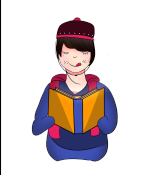
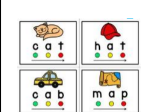




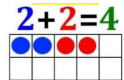


The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.





At Charlton House, our EYFS seeks to provide:



- **Quality and consistency**, so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- **Partnership working** between teachers, staff and with parents and/or carers
- **Equality of opportunity and anti-discriminatory practice**, ensuring every child is and feels included and supported.

Skill	Early Learning Goals	Termly Progression - AUTUMN 1
Communication & Language		
	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can learn and understand how to listen carefully. <input type="checkbox"/> I can follow simple instructions.
	<p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<ul style="list-style-type: none"> <input type="checkbox"/> I can talk in front of a small group. <input type="checkbox"/> I can talk to the key adults in my classroom. <input type="checkbox"/> I can learn new vocabulary.

Personal, Social, Health & Emotional Education			
	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can recognise different emotions. <input type="checkbox"/> I can understand how people might show emotions. <input type="checkbox"/> I can focus during short whole class activities. <input type="checkbox"/> I can follow one-step instructions
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can wash my hands independently. <input type="checkbox"/> I can put my coat and shoes on independently. <input type="checkbox"/> I can get changed for P.E with support. <input type="checkbox"/> I can safely explore different areas of the school groups with support. <input type="checkbox"/> I can use the toilet independently.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can seek support of key adults when needed. <input type="checkbox"/> I can build confidence to speak to peers and key adults.
Literacy			
	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use pictures to tell stories. <input type="checkbox"/> I can sequence familiar stories. <input type="checkbox"/> I can independently look at a book, holding it the correct way and turning pages.
	Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can recognise my own name. <input type="checkbox"/> I can recognise taught Set 1 sounds: m a s d t i n p g o c <input type="checkbox"/> I can begin to blend taught sounds together to read words.

	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can copy my name. <input type="checkbox"/> I can give meanings to the marks I make. <input type="checkbox"/> I can copy taught letters. <input type="checkbox"/> I can write initial sounds. <input type="checkbox"/> I can begin to write CVC words using taught sounds.
Maths			
	Number	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can recognise numbers 1-3. <input type="checkbox"/> I can begin to subitise to 3.
	Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can compare amounts. <input type="checkbox"/> I can say which is more/less. <input type="checkbox"/> I can count to 5 forwards and backwards.
	Shape, Space & Measure	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can match objects. <input type="checkbox"/> I can sort objects. <input type="checkbox"/> I can compare capacity, length, height & size. <input type="checkbox"/> I can continue, copy and create repeating patterns.
Physical Development			
	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can move safely in a space. <input type="checkbox"/> I can stop safely. <input type="checkbox"/> I can develop control when using equipment. <input type="checkbox"/> I can follow a path and take turns. <input type="checkbox"/> I can work cooperatively with a partner.

	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use a dominant hand. <input type="checkbox"/> I can mark make using different shapes. <input type="checkbox"/> I can begin to use a tripod grip. <input type="checkbox"/> I can use tweezers to transfer objects. <input type="checkbox"/> I can thread large beads. <input type="checkbox"/> I can use large pegs. <input type="checkbox"/> I can begin to copy letters. <input type="checkbox"/> I can hold scissors correctly and make snips in paper. <input type="checkbox"/> I can hold a fork and spoon correctly.
Understanding the World			
	Past & Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can talk about myself and my family. <input type="checkbox"/> I can talk about how I have changed.
	People, Culture & Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can talk about family structures and who is part of my family. <input type="checkbox"/> I can identify similarities and differences between myself and my peers. <input type="checkbox"/> I know the name of the school and the town it is in. <input type="checkbox"/> I can talk about the school grounds. <input type="checkbox"/> I know that there are many countries around the world.
	The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask questions about the natural environment. <input type="checkbox"/> I can show respect and care for the natural environment. <input type="checkbox"/> I can talk about my senses.

		<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Expressive Arts & Design			
	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can name colours. <input type="checkbox"/> I can experiment with mixing colours. <input type="checkbox"/> I can create simple representations of people and objects. <input type="checkbox"/> I can draw and colour with pencils, crayons & paint. <input type="checkbox"/> I can role play using given props and costumes. <input type="checkbox"/> I can explore different techniques for joining materials (Glue Stick). <input type="checkbox"/> I know how to work safely and hygienically. <input type="checkbox"/> I can use some cooking techniques (spreading, cutting) – Sandwiches <input type="checkbox"/> I can use different construction materials.
	Being Imaginative & Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can join in with singing and dancing. <input type="checkbox"/> I can join in with some nursery rhymes <input type="checkbox"/> I can join in with whole school singing assemblies. <input type="checkbox"/> I can experiment with different instruments and their sounds. <input type="checkbox"/> I can talk about whether I like or dislike a piece of music. <input type="checkbox"/> I can create musical patterns using body percussion. <input type="checkbox"/> I can use costumes and resources to act out narratives