Working below 3-4	3-4 Emerging	3-4 Working in	3-4- Secure	Reception Emerging	Reception Working in	Reception Secure	ELG Emerging	ELG Working In	ELG Secure	
Working between 0-3 years framework	Term 1 and 2			Term 3 and 4			Term 5 and 6			

EYFS Curriculum - Building knowledge and skills

EYFS Milestones- Sequential building blocks of knowledge and concepts (Preparing children for KS1 and beyond)

The curriculum – This is our plan for everything we want the children to learn. This plan is ambitious, it is carefully sequenced to ensure that children build learning over time and ensure they know and remember more. This curriculum is flexible, it lays the foundations for what children need to know during their first year at school, and it gives them the building blocks, the foundations for life beyond the Reception classroom. The curriculum allows teachers to teach specific knowledge and concepts, ensuring misconceptions are planned for. Our curriculum goes beyond Early Learning Goals. It ensures that staff have flexibility and can use their own creativity to make sure that learning is not stifled and so that children develop characteristics of effective learning which will stay with them for life. This curriculum is formed around effective Early years pedagogy, as practitioners, we know children learn best when we follow their interests and give them an abundance of experiences and opportunities in which they can thrive. Our curriculum is not endless, there are no limits to learning. It allows for milestone checkpoints that support assessment, it ensures that all children are supported and have the same opportunities despite varying starting points and prior experiences before starting school. Our curriculum ensures challenge and ambition for all and makes sure that children are prepared for the national curriculum and beyond. Our aim is to ensure children are enthusiastic, independent, resilient problem solvers who love their school experience at school.

What do our children need to know to prepare them for the next stages? When are new concepts introduced? What are the end points? (What do children need to know before the end of the foundation year) What are the small steps? (What needs to be taught to get them there?) How do subject leaders know what how EYFS builds into NC? (laying the foundations) What small steps do children need to take to become successful learners?

What do children learn and when? How is learning built upon each term? How are skills and knowledge retained and revisited to ensure learning is embedded?						
Area of Learning Linked to ELG	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication and Language	-I enjoy listening to longer stories and can remember much of what happens. -I use a wider range of vocabulary. -I understand a question or instruction that has two parts. -I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -I can sing a large repertoire of songs. -I know many rhymes, and am able to talk about familiar books, and able to tell a long story. -I can use longer sentences of four to six words. -I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. -I can start a conversation with an adult or a friend and continue it for many turns. -I use talk to organise myself and my play: "Let's go on a bus… you sit there… I'll be the driver."		-I understand how to listen carefully and why listening is important. -I can learn new vocabulary. -I use new vocabulary through the day. -I ask questions to find out more and to check I understand what has been said to me. -I can articulate my ideas and thoughts in well-formed sentences. -I can connect one idea or action to another using a range of connectives. -I can describe events in some detail. -I use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. -I am developing social phrases. -I engage in story times. -I can listen to and talk about stories to build familiarity and understanding. -I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words. -I can use new vocabulary in different contexts. -I listen carefully to rhymes and songs, paying attention to how they sound. - I learn rhymes, poems and songs. -I engage in non-fiction books. -I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		-I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - I can make comments about what I have heard and ask questions to clarify my understanding. - I can hold a conversation when engaged in back-and-forth exchanges with my teacher and peers. - I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. - I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.	
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	*Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?* *Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"* *Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver."* *Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?* *Can the child answer simple 'why' questions?* *Can the child respond to questions or instructions that have two parts?* *Can the child use talk to organise themselves and their play?*		*Can the child listen to a story and show understanding of importance during carpet teaching sessions?* *Can the child ask questions and seek to find out why and how things happen?* *Can they talk about their own ideas beginning to use words such as 'because', 'and' 'so' etc?* *Can they talk about something that has happened in detail?* *Can the child begin to use new vocabulary in the correct context?* *Can the child show an understanding of what has be read – through drama/role play?* *Can the child recall familiar nursery rhymes and songs and do they engage with these?*		Foundation Stage Profile Assessment Assessment against Early Learning Goals	

		Can the child engage with non-fiction texts and begin to talk about new knowledge and vocabulary? i.e. seasons, animal habitats, life cycles etc	
Personal, social, emotional development	-I can select and use activities and resources, with help when needed. -I am developing a sense of responsibility and membership of a community. -I am becoming more outgoing with unfamiliar people, in the safe context of my setting. -I show more confidence in new social situations. -I play with one or more other children, extending and elaborating play ideas. - I help to find solutions to conflict and rivalries. -I am starting to follow rules, understanding why they are important. - I do not always need an adult to remind me of a rule. - I am developing appropriate ways of being assertive. - I talk with others to solve conflict. -I talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. - I am beginning to understand how others might be feeling.	-I see myself as a valuable individual. -I build constructive and respectful relationships. -I can express my feelings and consider the feelings of others. - I show resilience and perseverance in the face of challenge. - I identify and moderate my own feelings socially and emotionally. - I can think about the perspective of others. - I can manage my own needs.	-I can show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly. - I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate. - I give focused attention to what the teacher says, responding appropriately even when engaged in an activity. - I am confident to try new activities and show independence, resilience and perseverance in the fac of challenge. - I can explain the reasons for rules, know right from wrong and try to behave accordingly. - I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - I work and play cooperatively and take turns with others. - I form positive attachments to adults and friendships with peers. - I show sensitivity to my own and to others' needs.
Baseline assessment/ Checkpoint questions/ Foundation Stage Profile ongoing assessment	*Has the child settled into school?* *Has the child comfortably left their parents/carers?* *Can the child select and use activities and resources?* *Can the child follow simple rules? Do they show some understanding of why rules are important?* *Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?* *Can the child settle to some activities for a while?* *Does the child play alongside others confidently or do they always want to play alone?* *Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)* *Does the child take part in other pretend play with different roles – being the Gruffalo, for example?* *Can the child generally negotiate solutions to conflicts in their play?*	*Can the child talk about how they feel? Are they showing signs of understanding when they or another child is upset and why? Is the child show signs of empathy for others?* *Are they able to move on from something that has not quite gone to plan?* *Are they resilient to make second attempt at things they find tricky?* *Can the child form friendships and relationships with adults they work closely with?* *Can the child talk about their own ideas and thoughts?* *Can the child listen to other perspectives and respond to these using conversation and express their own ideas?* *Can they go to the toilet without support? Can the child wash hands independent?* *Can the child seek their own fruit and snack and eats without support?* *Can the child express needs such as wanting toilet, feeling hungry etc?*	

Physical Development	-I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. - I can go up steps and stairs, or climb up apparatus, using alternate feet. - I can skip, hop, stand on one leg and hold a pose for a game like musical statues. - I use large-muscle movements to wave flags and streamers, paint and make marks. - I am starting to take part in some group activities which I make up for myself or in teams. - I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - I can match my developing physical skills to tasks and activities sin the setting. - I can use one-handed tools and equipment, for example making snips in paper with scissors. - I use a comfortable grip with good control when holding pens and pencils. - I am starting to eat independently and learning how to use a knife and fork. - I can show a preference for a dominant hand. - I am becoming more independent as I get dressed and undressed. - I can be increasingly independent in meeting my own needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly. - I can make healthy choices about food, drink, activity and toothbrushing.	-I am refining movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -I am moving towards a more fluent style of moving, with developing control and grace. -I am developing the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. - am developing my small motor skills so I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. -I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -I can combine different movements with ease and fluency. -I am confidently and safely using a range of large and small apparatus indoors and outside, alone and in a group. -I am developing overall body-strength, balance, co-ordination and agility. -I am refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. -I am developing the foundations of a handwriting style which is fast, accurate and efficient. -I know and can talk about the different factors that support my overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. -I am developing the skills I need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	-I can negotiate space and obstacles safely, with consideration for myself and others. - I can demonstrate strength, balance and coordination when playing. - I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - I can hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. - I can use a range of small tools, including scissors, paintbrushes and cutlery. - I am beginning to show accuracy and care when drawing.
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	*Can the child develop their movement skills by riding scooters, trikes and bikes?* *Can the child skip, hop and stand on one leg during games?* *Can the child use large-muscle movements, for example waving flags or streamers, large-scale painting or mark making?* *Can the child use pencils or mark-making tools? Are they developing a comfortable grip? Do they show a preference for a dominant hand?* *Can the child use one-handed tools and equipment, for example, using scissors to make snips in paper?*	*Can the child make more complex movements?* *Are they beginning to show signs of control when handling balls etc?* *Can the child balance well? Stand on one leg etc?* *Can they use the obstacle course well, keeping movements controlled? Using PE equipment? Is there accuracy?* *Can they use one handed tools – scissors, paintbrush?* *Is the child agile, do they move freely?* *Can they hold a pencil using tri-pod grip? Is this controlled?* *Is the child forming letters, using controlled meaningful marks using pencils and crayons?*	**Foundation Stage Profile Assessment Assessment against Early Learning Goals**

	Can the child independently get dressed/undressed, for example, putting coats on and doing up zips or when changing for PE?	*Can the child talk about being healthy and discuss importance of healthy eating, oral hygiene, sleeping, keeping safe etc?* *Can the children manage the school day and routines? Are they able to queue for lunch, wash hands etc?*	
Literacy	-I can understand the key concepts about print: - print has meaning - print can have different purposes -I can engage in extended conversations about stories, learning new vocabulary	-I can understand the key concepts about print: - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	-I can talk about a story and are able to identify-main characters, settings, main events -I can begin to use the vocabulary and story language from previous texts -I can re-read what I have written to check that it makes sense. -I can use story telling language such as; Once upon a time, One day, Suddenly, Then/ Next, Finally, they all lived happily ever after.
(Read) **To read a red ditty book**	-I can develop my phonological awareness, so that I can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother	-I can read individual letters by saying the sounds for them. (Set 1) - I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences. (Set 1) - I can read a few common exception words matched to the school's phonic programme. (RWI) - I will be able to: - Read 25 set 1 single-letter sounds speedily - Blend independently using phonics green word cards (Word Time 1.1- 1.4) - Spell using Fred Fingers	-I can read some letter groups that each represent one sound and say sounds for them. - I can read a few common exception words matched to the school's phonics programme. - I can read simple phrases and sentences made up of words with known letter- sound correspondences and where necessary, a few exception words. - I can build up my confidence in word reading, my fluency and my understanding and enjoyment. - I will be able to: - Read set 1 Special Friends - Read words with Special Friends (Word Time 1.5 and 1.6) - Read Word Times 1.1 to 1.4 - Read 3- sound nonsense words with Fred Talk -Spell using Fred Fingers
(Write) **To write a simple sentence and tell an adult what it says.**	-I can recognise my name and make marks to represent it. - I can write some letters in my name. - I can give meaning to the marks I make when drawing, painting or writing. - I can hear and identify initial sounds in words. - I can hear and identify final sound sin words. - I can orally blend and segment the sounds in words.	-I can use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. (pencils for drawing and writing) - I can write most or all of my name with a capital letter at the beginning (not all formed correctly) - I can identify separate words in spoken sentences. - I can hear and identify medial sounds in words. - I can link letters to sounds. - I can correctly identify and write initial sounds hear in	-I can begin to develop the foundations of a handwriting style which is fast, accurate and efficient. - I can talk about the different marks that I make. - I can begin to form recognisable letters. - I can write my own name. (some letters may not be formed correctly) - I can identify and write final sounds in words. - I can identify and write medial sounds heard in words. - I can write the sounds in CVC words in the correct order. - I can spell words by identifying the sounds and writing thr sound with a letter/s.

		words.	
			-I am beginning to write some longer words using phonic knowledge. -I can write a label for a drawing/diagram -I can re-read what I have written to check that it makes sense. -I can form lower-case and capital letters correctly. -I can attempt to write simple sentences. -I am beginning to put finger spaces between some words. -I can sometimes use a capital letters for a sentence. -I can sometimes use full stops (not always in the correct place)
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	*Can the child use a book? For example, can they recognise that print carries meaning? Can they name the different parts of a book? Can they turn the pages correctly?* *Can the child talk about rhyming words? Can they identify and suggest words that rhyme?* *Can the child explore initial sounds? Can they identify words with the same initial sound?* *Can the child write/copy/trace their own name?* *Does the child show any left or right hand dominance?* *How does the child hold their pencil? Which pencil grip do they use?*	*Can the child read Group A, B, C RWI phonics sounds?* *Is the child starting to blend to read green words?* *Can the child share a ditty book and begin to start reading red storybooks with increasing fluency?* *Can the child recognise common exception words? (red words)* *Can the child segment words?* *Can the child re-read books are are they building a confidence and love of reading?* *Does the child show enjoyment when reading stories?* *Can the child form lower and upper case letters of the alphabet?* *Can the child use phonics knowledge to sound out and spell words?* *Can the child begin to write short captions using their phonics knowledge? Is their writing recognisable and can it be read by an adult?*	**Foundation Stage Profile Assessment** **Assessment against Early Learning Goals**

Maths	-I have fast recognition of up to 3 objects, without having to count them individually (subitising). Up to 3. - I can recite numbers past 5. - I can say one number for each item in orser: 1, 2, 3, 4, 5 - I know that the last number reached when counting a small set of object tell you how many there are in total. (cardinal principle) - I can show 'fingers' up to 5. - I can link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. - I can experiment with my own symbols and marks as well as numerals. - I can solve real world mathematical problems with numbers up to 5. - I can compare quantities using language: 'more than', 'fewer than'.	-I can count objects, actions and sounds. - I can subitise. up to 4. - I can link the number sybol (numeral) with its cardinal number value. - I can count beyond 10. - I can compare numbers and begin to use more/ less than and equal to, when showing understanding. - I understand the 'one more than/ one less than' relationship between consecutive numbers. - I can explore the composition of numbers to 10. I can automatically recall number bonds for numbers 0-5 and begin to understand subtraction facts. - I can select, rotate and manipulate shapes in order to develop spatial reasoning skills. - I can compose and decompose shapes so that I recognise a shape can have other shapes within it, just as numbers can.	-I have a deep understanding of number to 10, including the composition of each number. -I can subitise (recognise quantities without counting) up to 5. -I can 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. -I can verbally count beyond 20, recognising the pattern of the counting system. -I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	-I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -I understand position through words alone – for example, "The bag is under the table," – with no pointing. -I can discuss routes and locations, using words like 'in front of' and 'behind'. -I can begin to make comparisons between objects relating to size, length, weight and capacity.	-I can continue, copy and create repeating patterns. -I can compare length, weight and capacity.	
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	*What number can the child verbally count up to accurately? (20)* *Can the child say one number for each item, in order, to five?* *Can the child recognise numbers up to 10?* *What number can the child recognise numbers up to accurately? (20)* *Can the child order numbers to 10 accurately?* *What numbers can the child write up to? (20)* *Can the child understand the concept of size (bigger / smaller)?* *Can compare 2 groups of objects saying which has more / less?* *Can the child talk about and explore 2D and 3D shapes?* *Can they use informal and mathematical language (for example, sides, corners, straight, flat, round)?*	*Can they child count verbally beyond 10?* *Can the child count objects confidently to 10 and begin counting verbally to 20?* *Can the child subitise and recognise quantities without counting the items?* *Can the child link numbers with correct amounts? Can they identify numbers with correct numeral name?* *Is the child using vocabulary or more/less/same when comparing? Can they recognise relations with consecutive numbers?* *Can they recall number bonds to 5?* *Are they beginning to use positional language?* *Can they identify shapes from pictures and refer to basic shape such as triangle, square, rectangle and circle?* *Can the child carry on a basic repeated pattern?* *Are they comparing different quantities in different*	**Foundation Stage Profile Assessment** **Assessment against Early Learning Goals**

UTW (Investigate) To investigate and ask questions about the world around them	-I can use all my senses in hands- on exploration of natural materials. - I can explore collections of materials with similar and /or different properties. - I can talk about what I see, using a wide vocabulary. - I cam beginning to make sense of my own life-story and family's history. - I show interest in different occupations. - I can explore how things work. - I can plant seeds and care for growing plants. - I can understand the key features of the life cycle of a plant and an animal. - I am beginning to understand the need to respect and care for the natural environment and all living things. - I can explore and talk about different materials and changes I notice. - I am developing positive attitudes about the differences between people. - I know that there are different countries in the world and talk about differences I have experienced or seen in photos.	-I can talk about members of my immediate family and community. - I can name and describe people who are familiar to me. - I can comment on images of familiar situations in the past. - I can compare and contrast characters from stories, including figures from the past. - I can draw a simple map. - I understand that some places are special to members of my community. - I can recognise that people have different beliefs and celebrate special times in different ways. - I can recognise some similarities and differences between life in this country and life in other countries. - I can explore the natural world around me. -I can describe what I see, hear and feel whilst outside. - I can recognise some environments that are different to the one in which I live. - I understand the effect of changing seasons on the natural world around me.	-I can explore the natural world around them, making observations and drawing pictures of animals and plants. -I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class. -I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	*Can the child explore and talk about collections of materials with similar and/or different properties? Can the child talk about their own life and previous experiences?* *Can the child explore how things work?* *Can the child recognise and respect differences of themselves with others?*	*Can the child talk about home? Family? Favourite people etc?* *Can they name people that are important to them?* *Can the child talk about aspects of their own life? Using when I was younger…* *Can the child make links to experiences they have had/ familiar situations and recall these?* *Can they talk about familiar stories and how they compare?* *Do they understand about people in the community that are important? (people who help me)* *Can the child begin to understand that people can have different beliefs?* *Are they showing awareness of different celebrations and different Gods? Diwali, Christmas, Eid etc* *Can the child explain how other countries are different to the UK? weather/ climate/ food/ landscape/ animals? Etc* *Can the child explore during Forest School sessions? Do they show curiosity about their environment?* *Can the child understand changing seasons and make these?* *Are they able to identify weather during the seasons?*	**Foundation Stage Profile Assessment Assessment against Early Learning Goals**

Expressive Arts and Design	-I can take part in simple pretend play, using an object to represent something else even though they are not similar. -I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - I can explore different materials freely, in order to develop my ideas about how to use them and what to make. - I can develop my own ideas and then decide which materials to use to express them. - I can join different materials and explore different textures. -I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. -I can draw with increasing complexity and detail, such as representing a face with a circle and including details.	- I can explore, use and refine a variety of artistic effects to express my ideas and feelings. - I can return to and build on my previous learning, refining ideas and developing my ability to represent them. - I can create collaboratively sharing ideas, resources and skills. - I can listen attentively, move to and talk about music, expressing my feelings and responses. - I can watch and talk about dance and performance art, expressing my feelings and responses. - I can sing in a group or on my oiwn, increasingly matching the pitch and following the melody. - I can develop storylines in my pretend play. - I can explore and engage in music making and dance, performing solo or in groups.	-I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -I can share my creations, explaining the process I have used. -I can make use of props and materials when role playing characters in narratives and stories. -I can invent, adapt and recount narratives and stories with peers and my teacher. -I can sing a range of well-known nursery rhymes and songs. -I can perform songs, rhymes, poems and stories with others, and try to move in time with music.
	-I can use drawings to represent ideas like movement or loud noises. - I can show different emotions in my drawings and paintings like happiness, sadness, fear etc. - I can explore colour and colour mixing. - I can listen with increased attention to sounds. - I can create my own songs, or improvise a song around one I know. - I can play instruments with increasing control to express my feelings and ideas.		
Baseline assessment/ Checkpoint/Foundation Stage Profile ongoing assessment	*Can the child take part in simple pretend play?* *Can the child use small world equipment to create stories?* *Can the child join different materials? (Such as construction)* *Can the child use drawings to represent ideas?* *Can the child sing songs and rhymes?* *Can the child explore and play instruments?*	*Can the child talk about their own ideas and use effects to express feelings?* *Can they use a variety of art techniques to create artistic pieces?* *Can they develop previous learning, showing they can adapt and change their ideas?* *Can the child share ideas and resources in a small group?* *Can they listen and follow a musical rhythm? Can they discuss how music makes them feel, thinking about tempo, pitch, instruments and the pulse?* *Can the child sing and join in familiar songs? Can they move to the music and introduce actions and movements beginning to dance?* *Can the child act our narratives and show familiar stories? Can they perform own their own or in a small group using music and dance to add to their performance?*	**Foundation Stage Profile Assessment Assessment against Early Learning Goals**

By the end of Foundation Stage, we want for all children to:

Be able to care for themselves and others.

To be a good listener and confident talker.

To be able to move their bodies with good movement and control.

To be able to investigate and ask questions about the world around them.

To be able to talk about a favourite story.

To know several stories off by heart.

To show enjoyment when reading and listening to stories.

To be able to write a simple sentence and tell an adult what it says.

To have friends and have strong relationships with peers and staff.

To have been on a trip and visited the local town for different purposes (including a bus journey)

To know how to keep safe and healthy.

To be able to ask for help.

To be resilient and keep on trying when thing prove tricky.

To know how to ride a balance bike.

To take part in a sporting event.

To begin to play a musical instrument.

To share or perform a creation of theirs to others.

To take part in a school production on the stage.

To be happy and enjoy school life.



Corby Glen Community Primary School