



# Foundation Stage 2015-2016 Early Years Outcomes Overview

(First time this skill will be explicitly taught.)

Area		Autumn	Spring	Summer
Communication and Language	<b>Listening and Attention</b>	Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention – can listen and do for short spans Children listen attentively in a range of situations (ELG)	They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)	They give their attention to what other people say and respond appropriately, while engaged in another activity (ELG)
	<b>Understanding</b>	Able to follow a story without pictures or prompts	Responds to instructions involving a two-part sequence Understands humour e.g. nonsense rhymes and jokes	Listens and responds to items expressed by others in conversation or discussion Children follow instructions involving several ideas or actions (ELG) They answer 'how' and 'why' questions about their experiences and in response to stories and events (ELG)
	<b>Speaking</b>	Uses language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative in to their play Links statements and sticks to a main theme or intention	Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words Children express themselves effectively, showing awareness of listeners needs (ELG) They use past, present and future forms accurately when talking about events which have happened or are to happen in the future (ELG)	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. They develop their own narratives and explanations by connecting ideas or events (ELG)
Physical Development	<b>Moving and Handling</b>	Experiments with different ways of moving Jumps off an object and lands appropriately Negotiates space appropriately when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment Uses simple tools to effect changes to materials Showing a preference for a dominant hand Begins to use anti-clockwise movement and retraces lines Begins to form recognisable letters	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Handles tools, objects, constriction and malleable materials safely and with increasing control Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed	Children show good coordination in large and small movements (ELG) They move confidently in a range of ways safely negotiating space (ELG) They handle equipment and tools effectively, including pencils for writing (ELG)
	<b>Health and Self-care</b>	Usually dry and clean during the day Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks Shows understanding of how to transport and store equipment safely.	Eats a healthy range of foodstuffs and understand need for variety Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health Practices some appropriate safety measures without direct supervision They manage their own basic hygiene and basic needs successfully including dressing and going to the toilet independently (ELG)	Children know the importance for good health of physical exercises, and a healthy diet, and talk about ways to keep healthy and safe (ELG)
Personal, Social and Emotional Development	<b>Self-Confidence and Self Awareness</b>	Confident to speak to others about their own needs, wants, interests and opinions	Can describe himself in positive terms and talk about abilities Children are confident to try new activities and say why they like some activities more than others (ELG) They say when they do or don't need help (ELG)	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities (ELG)
	<b>Managing feelings and behavior</b>	Aware of boundaries set and aware of behavioural expectations in the setting Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy They work as part of a group or class, and understand and follow the rules (ELG)	Understands that own actions affect other people for example becomes upset or tries to comfort another child when they realize they have upset them They adjust their behavior to different situations, and take changes of routine in their stride (ELG)	They talk about how they and others show feelings, talk about their own and others behavior, and its consequences, and know that some behaviour is unacceptable (ELG)
	<b>Making relationship</b>	Initiates conversation, attends to and takes account of what others say	Explains own knowledge and understanding and asks appropriate questions of others Takes steps to resolve conflicts with other children e.g. finding a compromise	

Literacy	<b>Reading and Writing</b>	Continues a rhyming string Hears and says initial sound in words Can segment the sounds in simple words and blend them together and knows which letters represent some of them Links sounds to letters, sounding the letters of the alphabet They use phonic knowledge to decode regular words and read them aloud accurately (ELG) Gives meaning to marks they make as they draw, write and paint Begins to break the flow of speech into words Use some clearly identifiable letters to communicate meaning Writes own first name	Begins to read words and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Children read and understand simple sentences (ELG) They demonstrate understanding when talking with others about what they have read (ELG) Represents some sounds correctly and in sequence Writes labels and captions Use their phonic knowledge to write words in ways which match their spoken sounds (ELG) They write some irregular common words (ELG)	Name letters of the alphabet They also read some common irregular words (ELG) Attempts to write simple sentences in meaningful contexts Write simple sentences which can be read by themselves and others (ELG) Some words are spelt correctly and others are phonetically plausible (ELG) Writes own surname
	<b>Number and Shape, Space and Measure</b>	Recognise some numerals of personal significance Recognises numerals 1 to 5 Counts up to three or four items by saying one number for each item Counts actions or objects which cannot be moved Counts objects to 10, and beginning to count beyond 10 Counts out up to 6 objects from a larger group Selects the correct numeral to represent 1 to 5, then 1 to 10 Counts an irregular arrangement if up to 10 objects Uses the language of 'more' and 'fewer' to compare two sets of objects Finds one more or less from a group of up to 5 objects In practical activities and discussions, beginning to use vocabulary involved in adding and subtracting Begins to identify own mathematical problems based on own interests and fascinations Uses familiar objects and common shapes to create and recreate patterns and build models Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Select a particular named shape Can describe their relative position such as 'behind' or 'next to'	Estimate how many objects they can see and check by counting them Find the total number of items in 2 groups by counting them all Says the number that is one more than a given number Finds one more or less from a group of up to 10 Records, using marks that they can interpret and explain Count reliably with numbers 1 -20, place them in order and say which number is one more or one less Using quantities or objects, they add and subtract two single digit numbers and count on or back to find the answer Order two or three items by length or height Orders two items by weight or capacity Beginning to use everyday language related to money Orders and sequences familiar events They recognise, create and describe patterns (ELG) They explore characteristics of everyday objects and shapes and use mathematical language to describe them (ELG)	Uses everyday language related to time Measures short periods of time in simple ways They solve problems including doubling, halving and sharing (ELG) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG)
Understanding the world	<b>People and communities</b>	Enjoys joining in with family customs. Children talk about past and present events in their own lives and in the lives of family members (ELG)	They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)	They know that other children don't always enjoy the same things, and are sensitive to this (ELG)
	<b>The world</b>	Looks closely at similarities, differences, patterns and change. They talk about the features of their immediate environment and how environments might vary from one another (ELG)	Children know the similarities and differences in relations to places, objects, materials and living things (ELG)	They make observations of animals and plants and explain why some things occur, and talk about changes (ELG)
	<b>Technology</b>	Completes a simple program on a computer Interacts with age-appropriate computer software	Children recognise that a range of technology is used in places such as homes and schools (ELG)	They select and use technology for a particular purpose (ELG)
Expressive arts and designs	<b>Exploring and using media and materials</b>	Explores the different sounds of instruments Explores what happens when they mix colours Constructs with a purpose in mind using a variety of resources Uses simple tools and techniques competently and appropriately	Begins to build a repertoire of songs and dances Understand that different media can be combined to create new effects Manipulates materials to achieve a planned effect  Children sing songs, make music and dance, and experiment with ways of changing them (ELG)	Experiments to create different textures Selects appropriate resources and adapts work where necessary Selects tools and techniques need to shape, assemble and join materials they are using  They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function(ELG)
	<b>Being Imaginative</b>	Creates simple representations of events, people and objects Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences Chooses particular colours to use for a purpose Introduces a storyline or narrative in to their play Plays alongside other children who are engaged in same theme	Plays cooperatively as part of a group to develop and act out a narrative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG)	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories (ELG)

