



Welcome to

F2 Expectations

Information

Sept 2025

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
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Aims

To give you an understanding of the Early Years curriculum.

To give you an idea of how we help the children learn.

To share expectations.

Staff



Class 1 -

Miss Randall

Mrs Rickman

Ms Wollacott

Other adults:

Mrs Shelley (PE on Wednesday/Next Level
enrichments)

Mrs Brenning



The story so far.....

We have been:

- Getting to know each other.
- Getting familiar with routines and expectations.
- Practising organising ourselves and our belongings.
- Getting to know the environment.
- Building resilience.
- Gathering information about the children's starting point for learning.

BASELINE

Each child is different and some may take a little longer to settle



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
 - I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
 - I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
 - I am interested in exploring new activities or environments
 - I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
 - I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
 - I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
 - I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
 - I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
 - I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days





How do we learn?

- Adult Focus and Continuous Provision
- Through Play
- Phonics
- Guided Reading
- Outdoor learning opportunities



EYFS Curriculum

The Foundation Curriculum consists of 7 areas:

3 Prime Areas:-

Personal, Social and Emotional Development
Communication and Language
Physical Development

4 specific Areas

Literacy
Mathematics
Understanding of the World
Expressive Arts and Design

Personal, Social and Emotional Development



▶ Self-regulation

▶ Understanding their own feelings and the feelings of others. Begin to regulate accordingly. Working towards simple goals. Giving focused attention to the teacher.

▶ Building relationships

▶ Work and play cooperatively, taking turns, form positive attachments to adults. Show sensitivity to their own and others' needs.

▶ Managing self

▶ Be confident to try new things, show independence, resilience. Explain the reasons for rules, manage basic hygiene.





Physical Development

Gross Motor Skills

Negotiate space and obstacles, developing strength, balance, coordination. Running, jumping, dancing, skipping, climbing etc.

Fine Motor Skills

Hold a pencil effectively, use a range of small tools, scissors, paintbrushes. Show accuracy and care when drawing.



Communication and Language

Listening, attention and understanding

Listening and responding, making comments about what they have heard, hold conversations with teachers and peers.

Speaking

Participate in small group, class and one-to-one discussions, offering own ideas. Offering explanations for why things might happen, express their ideas and feelings using full sentences.



Expressive arts and design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques. Experimenting with colour and design etc. Share their creations. Make use of props and materials when role-playing characters.

Being imaginative and Expressive

Invent, adapt and recount narratives and stories. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others.



Understanding the world

Past and Present

Talk about lives of people around them. Know similarities and differences between things in the past and now. Understand the past.

People, Culture and Communities

Describe their immediate environment. Know similarities and differences between religions and cultures in this country. Explain similarities and differences between life in this country and another.

The natural world

Explore the natural world around them. Know some similarities and difference between the world around them and different environments. Understand some processes and changes in the natural world.



Literacy

Comprehension.

- ▶ 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, non fiction, rhymes and poems and during role play



Literacy

Word Reading

- ▶ 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



Literacy

Writing

- ▶ 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.



Maths

NUMBER

- ▶ Have a deep understanding of number to 10,

including the composition of each number.

- ▶ Subitise up to 5.
- ▶ Automatically recall (without reference to

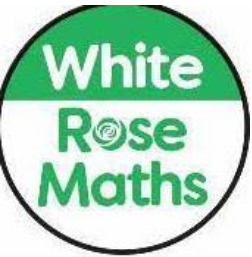
rhymes, counting or other aids)
number bonds

up to 5 (including subtraction facts)
and some

number bonds to 10, including double
facts.

NUMERICAL PATTERN

- ▶ Verbally count beyond 20.
- ▶ Compare quantities up to 10 in different contexts. Recognising when one quantity is greater than, less than or the same.
- ▶ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and sharing equally.



We follow the **White Rose** scheme of work.
We like this because:



New learning is taught in **small, progressive steps**.

It has a **Concrete-Pictorial-Abstract (C-P-A)** approach so that children can tackle new, abstract concepts more comfortably.

New **procedures** are modelled and resources are used to help children to understand what they are learning.

Previously learned knowledge, concepts and procedures are regularly revisited.

It encourages **rich mathematical talk**.

It helps children to **problem-solve** by building on prior learning to help them see connections and patterns.

It encourages a **growth mindset**. Characters are hard-working, enthusiastic and not afraid to make mistakes.



PHONICS



What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Phase 2

Sound Mat

s	ss	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r	
h	b	f	ff	l	ll			

Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

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Actions for Sounds List



Phase 2

- | | | |
|-----------|---|--|
| S | Make a sunrise motion with both palms facing forwards | |
| SS | Trace your hands from your shoulders downwards | |
| a | Pretend to take a bite from an apple | |
| t | Mime turning on a tap | |
| p | Pretend to flip a pancake in a pan | |
| i | Make antennae by wiggling two fingers on top of your head | |
| n | Cup your hands and round them upwards | |
| m | Pretend to wipe your feet on a mat | |
| d | On both hands, point two fingers downwards like ears | |
| g | Pretend to stroke a goatee on your face | |
| o | Wave your arms at your sides like tentacles | |

PHONICS



'Researchers have shown that, once social and economic factors are removed, parental engagement has a more significant impact on attainment than almost everything else.'



Supporting Reading

- ▶ Your child should bring a book bag to school.
- ▶ Reading Books and Reading Diaries
- ▶ Balloon words.
- ▶ Active Learn.
- ▶ Book Shop
- ▶ Reading Pup



- PE

- Wednesday
- Enrichment/yoga Fridays.
- Continue to practise getting changed at home.
- Provide plasters to cover earrings
- LABEL P.E kit!
- Let children know what is theirs.



End of foundation stage

At the end of the Foundation Stage, children will be assessed in each of the 7 areas as being either:

- Below expectations
- Meeting expectations



Extras

- Website
- Family Box
- SALT
- Reading Pup
- SALT

<https://www.standhillinfants.co.uk>



Please, please, please:

- Ensure children's clothing and belongings are clearly labelled.
- Your child has a water bottle each day.
- We are kept up to date with pick up information and we have details of at least two contacts.



Remember!

Any problems however small, please get in touch. You can use the class email to contact us or arrange a suitable time for us to talk on the phone.

Class 1 - class1@standhill.notts.sch.uk