# Early Years at St George's: Be an explorer - Be a trier - Be a talker - Be a creator



Be brave. Be great. Be you.

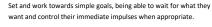
We are fun. We are together.

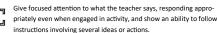
### Personal, Social and Emotional Development

#### Self-Regulation



Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

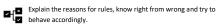




#### **Managing Self**

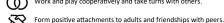


Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.



Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### **Building Relationships**



Work and play cooperatively and take turns with others.



# **Physical Development** Gross Motor Skills



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.

#### Fine Motor Skills



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, paint brushes and



Begin to show accuracy and care when drawing.



Literacy

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced



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.

#### 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.



Write recognisable letters, most of which are correctly formed.



Spell words by identifying sounds in them and representing the sounds



Write simple phrases and sentences that can be read by others.

#### **Mathematics**



• • • 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.

#### Numerical Patterns

Communication and Language

their understanding.

teacher and peers.

Speaking

Listening, Attention and Understanding

discussions and small group interactions

sown ideas, using recently introduced vocabulary.

Listen attentively and respond to what they hear with relevant questions,

Make comments about what they have heard and ask questions to clarify

Hold conversation when engaged in back-and-forth exchanges with their

Participate in small group, class and one-to-one discussions, offering their

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when

Express their ideas and feelings about their experiences using full sen-

• tences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

comments and actions when being read to and during whole class



Verbally count beyond 20, recognising the pattern of the counting



Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.



Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# **Understanding the World** Past and Present



● ● Talk about the lives of the people around them and their roles in



Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in



Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People Culture and Community



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, nonfiction texts and - when appropriate - maps.

#### The Natural World



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.



Understand some important processes and changes in the natural world around them, including the seasons and changing states of

# **Expressive Arts and Design Creating with Materials**



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.

### Being Imaginative and Expressive



Invent, adapt and recount narratives and stories with peers and their



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.