

WILLOW BROOK PRIMARY FOUNDATION STAGE ASPIRATIONAL SKILLS AND KNOWLEDGE MAP

Aims

- To ensure that all Nursery children have secure pre-literacy skills by the time they leave Nursery.
- To ensure that the percentage of children in FS2 who achieve a good level of development is above with National Average
- To ensure that there is clear evidence of differentiation, challenge, support and developmental marking in children's learning.
- To ensure that there is a broad and rich diet of Literacy and numeracy experiences for all children in EYFS.
- To ensure that all children make rapid progress relative to their starting points and the gap continues to be narrowed
- To ensure that there is a range of evidence in the EYFS portfolios to support judgements.

Speaking and Listening, Understanding

Nursery Intended Outcomes	Develop as attentive, active listeners Speak confidently, clearly and audibly to adults and children Hear and continue a rhyming or alliterative string Use language in creative role play and negotiation / interaction with others		
Autumn	Spring	Summer	
Follow instructions Talk and listen in small group Know 6 nursery rhymes by heart Retell simple event in correct order Sing songs and Nursery rhymes	Ask and answer questions Begin to use 'and' 'because' and story language Start to speak and listen in a larger group Know 10 nursery rhymes by heart Use Role Play to re-enact roles Listen and talk to response partner	Listen and talk in whole class sessions Work with other(s) collaboratively Use language, props and puppets in role play to create or recreate roles Know 14 nursery rhymes by heart Identify and continue rhyme/ alliteration Begin to hear the last sound in a word	
Reception Intended Outcomes	Listen actively Confidently contribute ideas and suggestions, answer questions in group and class discussions Speak confidently in a range of situations Hear and identify phonemes in words (segment and blend)		
Autumn	Spring	Summer	
Identify, continue and create rhyming and	Express own ideas	Give an explanation or set of instructions	

<p>alliterative string Listen and respond in whole class Talk and listen to response partner Ask and answer questions in class Speak aloud in front of an audience Orally segment and blend cvc words</p>	<p>Rehearse prior to writing Use vocabulary such as 'then' 'and' 'because' to extend sentences Begin to create own stories Phase 2 Letters and Sounds completed RWI sets begun</p>	<p>Use wider, topic specific vocabulary Ask if unsure what new vocabulary means Join a discussion and give an opinion Phase 3 Letters and Sounds completed RWI sets</p>
Reading		
Nursery Intended Outcomes	<p>Enjoy being read to Handle books carefully Talk about favourite stories Act out, use props / instruments to retell or create stories</p>	
Autumn *	Spring *	Summer *
<p>Know 3 stories orally by heart Listen to stories Join in repetitive phrases in small group Select and look after books carefully Turn the pages in books carefully Hold book the right way up Have had prediction modelled</p>	<p>Know 6 stories by heart Name and discuss characters in books Have a favourite story Begin to predict what may happen next Say what part of book was liked Join in retelling using props, puppets</p>	<p>Know 8 stories by heart Aspects 1-6 of Letters and Sounds have been covered Talk about the characters and setting Begin to offer opinions about a book Use story language in role play With pictures and support can retell story Begin to recognise some familiar words</p>
Reception Intended Outcomes	<p>Read simple books independently using a range of cues – picture, context, phonic, graphic Can build on story model, creating own story Can read a range of genres Talk about what they have read or listened to, recount with aid of pictures and discuss their feelings Answer 'on the line' questions and begin to answer more probing questions</p>	
Autumn *	Spring *	Summer *
<p>Know 8 stories by heart Use picture cues and context to 'read' a story Answer on the line questions Adults are modelling answering questions using 4 question stems</p>	<p>Know 12 stories by heart Blend and read cvc words Read simple sentences Begin to read fiction, poetry, non-fiction Talk as a character Retell stories independently using role</p>	<p>Read simple books and know 20 by heart Discuss the plot, setting, characters Give opinions about books read or listened to Decode unfamiliar words from Phase 3 Begin to decode unfamiliar words from Phase 4</p>

Join in with repeated refrains, predict words using rhyme Oral blending of cvc words Use story language in role play 'Read' stories and lists	play and props / puppets Use stories as a basis for creating own with support Phase 2 Letters and Sounds completed Phase 3 begun	Read common irregular words (See L&S Tracking sheet) Predict how story may end Read a range of genres Create own stories based on those known
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Writing

Nursery Intended Outcomes	Develop fine motor control Hold pencil correctly Draw / paint reasonably accurate, detailed figures Write name using school script
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Autumn	Spring	Summer
Paint and draw, begin to be challenged to refine detail Focus on Gross motor skills Work with playdough to strengthen hand	Fine motor exercises to strengthen fingers Correct pencil grip Dot-to-dot, pre-writing patterns See writing being written and read	Aspects 1-6 of Letters and Sounds have been covered. Differentiate between picture and print Know print is read, conveys meaning Write own name in cursive script People have head, body, arms and legs, eyes, nose, mouth, ears and hair

Reception Intended Outcomes	Use school script, joining blends, di- and tri-graphs Write a golden sentence independently Write a longer piece of text, with evidence of CL, . Write a range of genres (story, list, label, caption, recount, instructions) Segment words, including those with adjacent consonants or vowels
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Autumn	Spring	Summer
Fine motor exercises (tweezers, 'playing piano' etc) Pre-writing patterns, dot-to-dot and colouring in Write name in cursive script Oral segmenting of cvc words Drawings are more detailed and coloured neatly	Sentence rehearsed orally prior to writing Write golden sentence(s) Sentence read back to check Beginning to write in range of genres Phase 2 Letters and Sounds completed Phase 3 begun Can spell and write 'the, to, I, no, go' Digraphs and blends joined	Make phonetically plausible attempts at words from Phase 3 and RWI Can spell and write 'he, she, we, me, be, was, my, you, her, they, all, are' Write longer texts Genres: story, list, label, caption, explanation, instructions Beginning to read through work to check

Numeracy

Nursery Intended Outcomes	Work within 10 1:1 correspondence and accurate counting established Use practical resources to add, subtract, share and multiply, solve problems Be able to explain their thinking and working Vocabulary : how many, altogether, makes, add, more, take away, left, bigger, smaller, heavier, lighter, longer, shorter, taller, next, after, in, on, under, beside, round, straight		
Autumn	Spring	Summer	
Join in counting rhymes and songs Work within 3 practically to add, take away, count and problem solve 1:1 correspondence, accurate counting Use direct comparison to compare size Vocabulary: how many, count, bigger, smaller, in, on, round, straight Match items that are the same	Work within 5 practically to add, take away, count and problem solve Directly compare length / height Vocabulary: altogether, makes, add, take away, longer, shorter, taller, fair, unfair, under, next to, next Sort items by given criterion Continue a two element pattern	Work within 10 practically to add, take away, count and problem solve Directly compare mass, shapes Vocabulary: how many more / left, heavier, lighter, after, before, beside Begin to record mathematics practically Begin to suggest own criterion for sorting	
Reception Intended Outcomes	Work within 20 1:1 correspondence and accurate counting established Use practical items to add, subtract, share and multiply and problem solve, explain thinking Use number line to add and subtract Vocabulary : as Nursery, circle, square, rectangle, triangle, cube, cuboid, sphere, cone, total, leaves, before, fair, unfair, next to, curved, corner, side, edge, equal, the same as, opposite Begin to record mathematics pictorially, practically and using written representation To use direct comparison and non-standard units to measure and rank items Sort items by given criterion, begin to suggest own criterion		
Autumn	Spring	Summer	
Within 10, practical activities, problems Begin using numerals 0-10 to match set Adult model recording strategies Create a two element pattern Name, match and describe common 2-d shapes Use direct comparison to measure	Within 15 Recording calculations, children solve given calculations, use practical resources, number lines to jump on Name, match and describe common 3-d shapes Use non-standard units	Within 20 Read and solve written calculations, choosing resources Record own calculations using +, -, = Consolidate work on shape, measure and pattern	

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