Development Matters and ELG's 2020

Early Learning Goals	Reception		3.4 uears	Areas Birth-3 uears	Prime
	it.	•••••		3 as	ne
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers.	o listen carefully an largy through the day try through the day triad out more end to see and thoughts in see and thought in see and a detail are see a cases are to bout stories to but the case the seed the mes. The seed the seed to thought to to to to to to to to to t	Can just difficult to gay attention to more than one thing at a time. Use an whiter range by toxochizing. Understand a question or instruction that has two parts, such as "Get your coat and wat at the door". Understand a question or instruction that has two parts, such as "Get your coat and wat at the door". Sing a large reportace of young. He "Why do you think the caterplish get so Jaiz? Sing a large reportace of young. He would be common that the caterplish get so Jaiz? Sing a large reportace of young. He would be done in mile and the caterplish get so Jaiz. Devolop their communication, but may accommune to have problems with regular tenses and plurals, such as 'unexed for 'swarm'. May have problems suping some sounds r. J. th. ch. and sh and multisplable words such as 'prevadacyli', 'planetanium' or 'happopotamus'. We also propressed point or is words of the doors when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Can start a conversation with an adult or a friend and continue it for many turns. Can start a conversation with an adult or a friend and continue it for many turns. Use table to originate themselves and their pluy "Let's go on a bus gus sit there I'll be the driver."	Goza at Joek, coping Joad expressions and movements like staking out their toagle. Make sign contact for longer periods. Watch somewar Joec act this yalk. Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and ly movements. Engly gringing, music and togs that make sounds. Recognise and respond to a simple instruction of friendly voice. Listen and respond to a simple instruction of primiting rounds. Recognise and service to a simple instruction of the making sounds. Listen and respond to a simple instruction of the making sounds. Constantly babble and use single words during play Use storage and words. Constantly babble and use single words during play Use thoraged single words in context "city', "milk", 'daddy', Understand single words in context "city', milk", 'daddy', Understand single words in context "city', milk", 'daddy', Understand single words in context "city', milk', 'daddy', Recognise and point to object of staked about them. Generally focus on a catalog of their work city lead for all difficult to be directed by an adult. Listen to other people's talk with interest, use can easily be distrocated by other things. Can become fursative when they agan' make threathese understood and the state when they gan' make threathese understood and the state of the	Turn towards familiar sounds. They are also startled by loud noises and ac person or a parent.	Communication and Language
Partitipate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of poet, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	in said to them. Slain how things work and why they might happen, some as exact repetition and some in their own words. Speaking	coat and wat at the door". [tat? glar reses and plurals, such as 'ranned for 'ran', 'swimmed for 'swam'. ple words such as 'pterodacyli, 'planetarium' or 'happapotamus' no radult or a friend, using words as well as actions. y lurra. there. I'll be the driver."	heet tongue. Make eye contact for longer periods. d activities. Try to copy adult speech and lip movements. d activities. Try to copy adult speech and lip movements. ther things: ther things: the pictures. there example: "fattle's coat", 'blue cor', 'shiny apple'. I roat! Tr coat."	They are also startled by loud notes and accurately locate the source of a familiar person's voice, such as their key	ınd Language
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher suys, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Set themselves as a calcubb is relational. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show restlance and persevences in the face of oblitage. Lideriffs and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage that own needs. Self-Regulation. Manage that own needs.	is suggested to them. Develop their series of responsibility and membership of a community. Develop their series of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. High to find solutions to conflict and valuries for example, accepting that not example to find solutions to conflict and valuries for example, accepting that not examples the solution of the safe solutions are solved in the safe solution of the safe safe solution of the safe safe safe safe safe safe safe saf	Express preferences and decisions. They also by new things and start establishing the Engage with to here through greatives, gare and task. Use that engagement to achieve a goal for example, gesture towards their out to see Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance: Look back as they croad or walk away from their key person. Look for duse also the following the control of their control of their control. For example, general cold engine boundood, and engly apploring they for the control of their control. For example, waiting for a luma and resisting the set strong anough to express or angle of monitors. Grow in independence, rejecting help firms do in?) Sometimes this leads to pellings of their way to the front. Grow in their way to the front. Grow in their way to the form. Be increasingly able to talk about and managet heir emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender. Develop frendshaps with other Auditron. Sofely explore emotions beyond their normal range through play and stortes. Are talking about their feelings in more eliborated ways: "In said because" or "I is Are talking about their feelings in more eliborated ways: "In said because" or "I is	Find ways to calm themselves, through being calmed and comforted by their key person Establish their sense of self.	Personal, Social and
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own batic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	of others. If shallenge Managing Self	the safe co. Th	Exporse preferences and decisions. They also try new things and stant establishing their autonomy. Exporse synthemics they open features, gas end talk. But that engagement to achieve a goal for example, getture towards their up to say they want a drink. Find wang of manonging retarktions, for example from their power to the key person. Theire at they develop splicessurence. Their and the develop splicessurence and with other children, because they know their key person to senething interesting. Fact conform when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel conform when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to open sea range of emotions. Begin to show "fighting control." For example, waiting for a turn and resisting the strong impute to goab what they want or push their way to the front. Be increasingly able to wait afferences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop frindelype with the chart and manage their mattens. Sigely explore emotions begond their normal range the output, plays of hair, gender, special needs and disabilities, and so on. Develop frindelyps with the chart hiders. Are taking about their feelings in more elaborated ways. Tim said secause" or "I have it when". Are taking about their feelings in more elaborated ways. Tim said secause" or "I have it when".	calmed and comforted by their key person	ocial and Emotional Development
Work and play occasionary work and play occasionatively and take turns with others. Form positive attachments to adults and friendships with peers, and to others' needs.	Building Relationship	Spider-Man in the game, and		•••	
Negotiate space and consideration for the Demonstrate strengt when plauling. Move energetically, dancing, hopping, sk					Physical development
Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases. Use a range of small tools, including seissors, paintbrushes and cuttery. Begin to show accuracy and care when drawing.	id raling, crawling, waking, jumping, grace,	ark. or in teens. or in teens. re comple, they decide whether to crawl, g a spade to mirrige a small hole they dug safely, corrying large hollow blocks. h scisiors. h stations h stations h stations eth, using the tollet, washing and dying their	ge movements, such as waving, klaking, rolling, in them. and in them. elves and dress or undress. elves and dress or undress.		

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Early Learning Goals		Reception	Reception 3-4 years	Areas Birth-3 years	Specific	
				•	ific	
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and reently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and apoms and during role play.	Comprehension	Recal annovalual actors by studying the souncis for trem Recal annovalual actors by studying the souncis for trem Recal some letter groups that each represent one sound and soul Recal silve common exception words matched to the school's ph Recal of live common exception words matched to the school's ph Recal of live common exception words. Recal these books to build up their comfidence in word reading majoriment. Spell words by dentifying the sounds and them writing the sounce type about the sentences with words with broom letter-sound corres type and the sentences with words with broom letter-sound corres Recal of which they how written to check that it makes sonse Recal of the common sentences with words with no check that it makes sonse	Join in with songs and rhymes, copying sounds, highms, tunes on source you some of the words in songs and hymes. Say some of the words in songs and hymes. Sing songs and sour lympes independently, for example, singing with Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Howe foroutte books and seets them out, to shore with an adult. Repeat words and phouses from familiar stories. Ask questions doubt the book Made secomments and shares their characteristics and proper stories and shares their characteristics. Ask questions doubt the book Made scomments and shares their Develop play around foroutite stories using props. Notice some print, such as the first letter of their name, a bus or defined the propose of the	Yoy songs and rhymes, tuning in c		
Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic their phonic hard aloud planding. Read aloud groups: and books that are consistent with their phonic knowledge, including some exception words.	Word Keading	Recal antonatal actors by supply the sounds protraw Blend sounds rick works, or hat they can read short words made up of known letter-sound correspondency control and the control of th	Say one of the words in onogo and hypers, copieng sounds, rhystms, tunes and tempo. Say one of the words in onogo and hypers, Copy floger movements and other getures. Strag aways and say thymes independingly, for example, singing whilst playing fingly sharing books with an odul. Fing stantian and exponds to the plures or the words. Fing attention and exponds to the plures or the words. Fing attention and exponds to the plures or the words. Fing attention and exponds to the plures or the words. Fing attention and exponds to the plures or the words. Fing attention and exponds to the plures of the words. Ask questions bout the book Mokes comments and shares their own ideas. Dovelop pluy coming forwity the strategy props. Notice some print, such as the first letter of their name, a bius or door number, or a familiar lago. Develop pluy coming freily. And some ments to the first expit and from top to bottom and stiffying multiplus and from top to bottom and stiffying the plures of a book. Make marks on their drawings, which thug give meaning to For example "That says munming." Make marks on their picture to stand for their name. Moke marks on their picture to stand for their name, a bius or door number, or a familiar lago. Engly at any gishtis in a word to supplet rhymn Develop their phonological avoreness, so that they can and supplet rhymn Use some of their price of the page, write 'm.' for munming Write some or all of their name. Write some or all of their name. Write some extent all two or of the page, write 'm.' for munming Write some letters occurately.	and paying attention.	Literacy	
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.	Writing	own letter-sound them. comme. commod correspondences and, where may and their understanding and may and their understanding and erls. susing a capital letter and full	ook at alone. logo. etend shopping			
Have a deep understanding of number to 10, including the composition of each number. Subitize (recognize quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other acids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Number	count objects, actions and solunds. Subtities Link the must symbol (numeral) with its cardinal number value Count begond in. Compare numbers Understand the 'one more thankine less than' relationship between consecutive numbers. Lipitare the composition of numbers to 10 Automatically recall number bonds for numbers O-10 Select, roatts and manipulate shapes in order to develop portial reasoning skills. Compose and decempose shapes so that children recognise a shape can have other shapes within it, just are numbers can. Continue, copy and dreate repeating patterns. Compare length, weight and capacity	agen. Take part in finger rhymes with numbers. React to changes of emount in a good of year. React to changes of emount in a good of year. Compress commiss, supplied to "same". Control pick behaviour, such as making sounds, pointing or suying some numbers in sequence. Control with the control pick behaviour, such as making sounds, pointing or suying some numbers in case and control pick behaviour, such as making sounds, pointing or suying some numbers of pressures. Control in everyfally contents, sometimes skipping numbers - '1-2-3-5'. Suid with a range of pressures. Complete near puzzles. Note ne	ine objects like stacking blo	Mathematics	
Verbally count beyond 20, recognising the pattern of the counting system. 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 venus and odds, double facts and how quantities can be distributed equally	Numerical Patterns	number value loordip between consecutive numbers. 10. 10. secognise a shape can have other shapes.	ree terms. Interior or soying some numbers in mbers. '1235.' speces. December '1235.' speces. To count them individually ('substaing'). To count them individually ('substaing'). To a small set of objects tells you how many as manufact of objects to match the eight number of objects to match the eight number of objects to match the eight number. 'strongles, trangles and capacity 'gar,' 'cound.' The bag is under the table," — with mayle, orthar ternogles, trangle act. The occample act. The occample act. The occample supps on dother, designs 'ponsy', 'sporsy', 'sboth' act. The occample act. The occample act. The occample supps on dother, designs 'ponsy', 'sporsy', 'sporsy', 'sboth' act. The occample act. The occample supps on dother, designs 'ponsy', 'sporsy', 's	objects inside others and take them out	is .	Development Matters and ELG's
Talk about the lives of the people around them and their roles in society. Know some sim liarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Past and Present	I not anough tempore of prime in minimate plants of the Name and describe people who are finalter to them Comment on images of finalter is unations in the part Compare and contract characters of final materials. Our proper plants of the part of the Compare and contract that store place are special to member Recognists that people have different beliefs and cele Recognists some similarities and differences between Explore the nature would around them. Linderstand the effect of changing seasons on the nature of the seasons.	Explore materials with different properties. Explore natural materials, indoors and nutural exports and the properties. Explore and respond to different natural phenomena in their setting a Make connection showean the features of their jamily and other family and family a family a family and other family and family a family a family a family a family as fam	Repeat actions that have an effect.		7's 2020
Describe their immediate environment using knowledge from glacussion, atscussion, and maps. Know some similarities and differents 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 the ownledge from stories, nonfiction texts and (when appropriate) maps.	People, Culture and Communities	use took memores of inter immediate plandy and community. Name and describe people who are ignified or them. Comment on images of jamiliar statistics in the past. Compare and contract bonderest from stores, including figures from the past. Down information from a simple map. Understand that some places are special to members of their community. Recognize some similarities and differences between life in this country and life in other countries and differences between life in this country and life in other countries. Recognize some similarities and effect what countries to the country and life in other countries. Explore the nature do word coronal from Describe what they see, hear and feel what counted Recognize some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them.	Explore natural martials, indexion and author from the setting and on trips. Explore and regard to different natural phenomen in their setting and on trips. The protections between the finitives of their family and other families. Notice differences to different stage and the conducting and the protection of materials with similar and/or different properties. Explore solutions of materials with similar and/or different properties. Notice differences the tween people. Notice differences to the rown life-targy and family's history stage of the rown life-targy and family's history show interest in different excaptations. Show interest in different excaptations. Show interest in different excaptations. The properties of the rown life-targy and family's history show interest in different excaptations. The properties of the rown life-targy and family's history shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family shows the stage of the rown life-targy and family's history shows the stage of the rown life-targy and family and only in the stage of the rown life-targy and the stage of the		Understanding of the 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 these them are the natural world around them, including the seasons and changing states of matter	The Natural World		ranced or seen in			
Softely 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.	Creating with Materials	popule, use and rejete a variety of artists: glects to express treet details of the popular details detail details expressing their feelings and responses. Watch and calk about dance and performance art, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing is a group or on their own, increasingly matching the pitch and following the metally details of their pretent play. Develop anoglines in their pretent play. Develop anoglines in their pretent play.	Respond emotionally and physically to music when it changes. Move and dance to music. Antispare phresses and actions in rhymes and songs, like "Peepo". Explore the violence and enjoy making sounds. Antispare phresses and expose miding sounds. Antispare phresses and expose miding sounds. Join in with songs and rhymes, making some sounds. Making highway and sound physical sounds are sounds. Making highway and sound physical sounds are sounds. Making highway and sound physical sounds are sounds. Explore so range of yound-makers and on the sounds and sounds are sounds. Explore so range of yound-makers and on the sounds are sounds. Explore so range of yound-makers and on the sounds are sounds. Explore so range of yound-makers and sounds makes, and sometimes so give a meaning to the makes this parts of their bodies as well as the sounds of the sounds. Explore a sound play the himmo line. Explore a sound physical sounds and a Twinkle, Tunkle little Start to make make it makes and physical sounds and physical sounds are sounds. Explore a sound physical sounds and the ports of their bodies as well as provided and physical sounds and physical sounds are sounds. Explore a sound physical sounds and their sounds to the rear and privated at 2 a phone. Explore a sound sounds are sounds and the sounds and the research sounds. Use their impainable and play with different materials. In the part is simple presend play, using an object to represent another for examples and complex sounds would with bloods and own the sounds and the sounds and the sounds and the sounds and physical sounds and point for sounds and the sounds and physical sounds and physical sounds and the sounds and the sounds and physical sounds and the sounds and t		Expressive Arts and Design	
Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song Perform songs, hymes, poems and stories with others, and (when appropriate) try to move in time with music.	Being imaginative	I, see and rightee overlay of artists: glocks to express near and feelings of an deal and me the previous learning, refining ideas and may their dulley to represent them. Coliboratively sharing ideas, resources and stells. Litterbielly, move to and tells deboat music, expressing their and responses, and each deboat dance and performance art, expressing their and responses on their own, increasingly matching the pitch and 193 the melody. The third is the presend play to a group or on their own, increasingly matching the pitch and 193 the melody. The provides in their presend play to a provides in their presend play to and engage in music making and donce, performing solo or the contraction of the presend play to a most making and donce, performing solo or the contraction of the presend play.	Reciprond emotionally and physically to music when it changes. Move and diacre to music Explore their valets and explores in thyunes and analys, like "Peepo". Explore their valets and regions in thyunes and analys, like "Peepo". Explore their valets and regions in thyunes and songs, like "Peepo". The Art hydrinus and repetitive sounds. Son in with songs and rhymes, makey some sounds. Make rhyminus and repetitive sounds. Explore a range of sound-makes and interaments and play them in alligents ways. Begins and other tools. Explore a partiers, with strong contrasts and be attracted by patterns streamlying the human face. Explore a partiers, with strong contrasts and be attracted by patterns with strong and other ports of their bodies as well as bruikes and other tools. Start to develop pretend play, pretending that one object represents protected it's a phone. Explore and lifter the materials using all their senses to investigate them. Mengalate and falling with different materials are somewhat for evening and the senses to investigate them. The protection of the part in action songs, such as "twistle, Twistle, Twistl	Hc.	and Design	