

Developmental Matters and ELC's 2020

Specific Areas	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
<p>Birth-3 years</p> <ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Point, gesture to books and pages from an adult, to share with an adult, with another child, or to look at alone. Recognise words and pictures of objects and actions. Ask for words and pictures, labels and stories and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example, "That says mummy." Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'some'. Counting behaviour, such as making sounds, pointing or saying some numbers in context in everyday contexts, sometimes skipping numbers, - '1,2,3,5'. Clubs and stacking sticks into different types of spaces. Complete basic puzzles. Compare sizes, weights etc. using gesture and language - 'big/small/larger', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> Repeat actions that have an effect. Explore natural materials, different properties. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore colour of materials with similar and/or different properties. Take photos of what they see, using a tablet including shape, colour and texture. Show interest in different objects, people and family history. Explore how things work. Print seeds and use for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and add joyful making sounds. Join in with songs and rhymes, making some sounds. Make rhythmic and repetitive sounds. Explore a range of sound-makers and instruments and play them in different patterns, with strong contexts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore print, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' to develop preverbal play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar. Build simple structures using blocks, sticks, paper, cardboard, fabric, Band-Aid, etc. dolls and doll houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Draw ideas, shapes and characters on paper, and begin to use these ideas to create simple 2D and 3D shapes (for example, 'stars', 'squares', 'triangles', 'circles') using informal and mathematical language 'sides', 'corners', 'straight', 'joints', 'round', 'underneath', 'position', 'through', 'width', 'above' - for example, 'The boy is under the table', - with different positions through words alone. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Explore and sing their own songs. Sing the pitch of a song sung by another person (pitch match). Sing the melodic shape (rising/falling melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Explore, use and enjoy a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, share to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
<p>3-4 years</p> <ul style="list-style-type: none"> part has been read. part of the text. - we need English text from left to right and from top to bottom. - the names of the different parts of a book. - page sequencing - Develop their phonological awareness, so that they can spot and suggest rhymes. - count or stop syllables in a word. - recognise in extended conversations about stories, listening now, watching. - Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. 	<p>Fast recognition of up to 3 objects, without having to count them individually (Subitising)</p> <ul style="list-style-type: none"> Recite number past 5. Say one number for each item in order 1,2,3,4,5. Count objects in a group of up to 5. Count objects in a group of up to 5. Show 'finger number' up to 5. Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language, 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and ovals) using informal and mathematical language 'sides', 'corners', 'straight', 'joints', 'round', 'underneath', 'position', 'through', 'width', 'above' - for example, 'The boy is under the table', - with different positions through words alone. Describe a familiar route. Direct routes and directions, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately for surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arc, a bigger triangle etc. Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spiky', 'thick', 'blob' etc. Extend and create ABAAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then',... 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitize. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Adaptively read number bonds for numbers 0-10. Adaptively read number bonds for numbers 0-10. Select, order and manipulate shapes in order to develop spatial reasoning skills. Extend and create ABAAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then',... 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the role of a world around them and feel their attitude. Recognise some landmarks that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Explore, use and enjoy a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, share to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
<p>Reception</p> <ul style="list-style-type: none"> Read individual letters by joining the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, use the 'digraph' strategy. Recognise 'I've' exception words. Recognise 's' as a sound to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lowercase and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write their sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<p>Write recognizable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> 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. 	<p>Have a deep understanding of number 10, including the composition of each number.</p> <ul style="list-style-type: none"> Subitize (recognize 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. 	<p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. </p>	<ul style="list-style-type: none"> 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 matter.
<p>Early Learning Goals</p> <ul style="list-style-type: none"> Demonstrate of what has been read to them by retelling stories and non-fiction using their own words, or to identify 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. 	<p>Write recognizable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> 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. 	<p>Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. </p>	<p>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. <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. </p>	<ul style="list-style-type: none"> 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, and materials when they have used. Make use of props and materials when role playing characters in narratives and stories. Invents, adapts and recasts texts and stories with peers and their teacher. 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.

