# EYFS Development Matters 2020 Statements and ELGs Communication and Language

# **Birth to Three**

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- · Enjoy singing, music and toys that make sounds.
- · Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- · Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest, but can easily be distracted by other things.
- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
  Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Use the speech sounds p, b, m, w.
- Pronounce:
- l/r/w/y s/sh/ch/dz/j
- f/th multi-syllabic words such as 'banana' and 'computer'

# **Birth to Three**

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

# Three and Four-Year-Olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
   some sounds: r, j, th, ch, and sh
   multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

# **Children in Reception**

- · Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- · Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- · Develop social phrases.
- · Engage in story times.
- · Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- · Use new vocabulary in different contexts.
- · Listen carefully to rhymes and songs, paying attention to how they sound.
- · Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

# Early Learning Goals

## Listening, Attention and Understanding

- 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.

## Speaking

- Participate 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
  past, present and future tenses and making use of conjunctions, with modelling and support
  from their teacher.





# EYFS Development Matters 2020 Statements and ELGs Personal, Social and Emotional Development

<ul> <li>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy for feelings using words like "happy', sad", "angry' or vorried".</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Develop friendships with other children.</li> <li>Be increasingly independent in meeting their own care needs, e.g brushing.</li> <li>Make healthy choices about food, drink, activity and tooths simple goals, being able to wait for what they want or push their way the strong inpulse to raik about and manage their emotions.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Arat kaking about their feelings using words like "happy", sad", "angry" or "I love it when".</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Arat kaking about their feelings with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Arat kaking about their key person their ways. "I'm sad because" or "I love it when".</li> <li>Be aron to use that hidt with be hand their independent/ty.</li> </ul>	there with their segress on.       needed. This helps them to achieve a goal they have chosen, community.       Build constructive and respectful relationships.         Establishing their succommy.       Develop their series of responsibility and membership of a community.       Build constructive and respectful relationships.         Endoge with their succommy.       Develop their series of responsibility and membership of a community.       Build constructive and respectful relationships.         Find ways of managing transitions, for example, gesture towards their coupts as they develop self-assurance.       Pipy with one or more other children, extending and elaborating bay ideas.       Pipy with one or more other children, extending and elaborating bay ideas.         I took back as they craw or walk away from their key person.       Pipy with one or more other children, extending and elaborating bay ideas.       Pipy with one or more other children, extending and elaborating bay ideas.         Play with incleasing confidence on their own and with other children, because they know their key person.       Pipy with one or more their children, extending and all to remind them.         Play with incleasing confidence on their own and with other children, because they know their key person.       Pipy with one or more sign word si key as or bing as adult to remind them.         Play with incleasing on differences.       Find adually how others might be feeling.       Pipy with other so board of yong their sets and adult to remind them.         Play with incleasing on differences.       Pipy with othere so board of yong their sets adult to remin	Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul> <li>Establishing their sense of responsibility and membership of a community.</li> <li>Express preferences and decisions. They also try new things and stat establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of their setting.</li> <li>Dowelop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new source of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new source on their own and with other to built their setting.</li> <li>Find solutions to conflicts and rivalise.</li> <li>Find solutions to conflicts and rivalise.</li> <li>Find solutions to conflicts.</li> <li>Find solutions to conflicts.</li> <li>Find solutions to conflicts.</li> <li>Find ways of their setting.</li> <li>Exel configence on their own and with other to hildren, exending and duritor remaind them.</li> <li>Beconfident to run and with other to public with and manage their emotions.</li> <li>Find solution to conflicts.</li> <li>Find solution to conflicts.</li> <li>Find ways of theirs and or quest and manage their emotions.</li> <li>Be increasingly albe to talk about their feelings and thouse of others, and treasing for fallow and the solut weit for their solution.</li> <li>Be increasingly albe to talk about their remember ways of being aster predestrian</li> <li>Be increasingly albe to talk about and manage their emotions.</li> <li>Be increasingly albe to talk about and inferences, such as and to contextorin their segnonding and dryin</li></ul>	<ul> <li>Establishing their actions. They also try new things and start establishing their actionomy bestures, gaze and talk.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Develop appropriate ways of being assurance.</li> <li>Increasingly follor wrules, understanding with they are important.</li> <li>Develop appropriate ways of being assurance.</li> <li>Increasingly independent in meeting their own can eneds, control their sense in the sourt for what they want or push their way to the first and and there.</li> <li>Develop appropriate ways of being assurance.</li> <li>Develop appropriate ways of being assurance.</li> <li>Increasingly independent in meeting their own can eneds, control their immediate implases with onot ephy.</li> <li>Develop appro</li></ul>			See themselves as a valuable individual.
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Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.       - Increasingly follow rules, understanding why they are important.       - heatthy eating.         Feel confidence on their own and with other children, because they know their key person.       - beel on paperopriate ways of being assertive.       - having a good sleep routine         Feel strong enough to express a range of emotions.       - Develop appropriate ways of being assertive.       - Talk with others to solve conflicts.       - having a good sleep routine         To feelings of furstration and thatrums.       - Understand gradually how others might be feeling.       - having a good sleep routine         With increasingly able to talk about and manage their emotions.       - Understand gradually how others might be feeling.       - Be increasingly independent in meeting their own care needs, e g brushing teeth, using the toilet, washing and drying their hands thoroughly.       - Show an understanding of their own feelings and those of others, and bregulate their behaviour accordingly.         Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.       - Make healthy choices about food, drink, activity and toothbrushing.       - Show an understanding of their own feelings and propriate.         Safely explore emotions beyond their normal range through play and stories.       - releant the face of challenge.       - Be confidence or the face of challenge.         Are talking about their feelings in more elaborated ways: "I'm sad because" or	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.       - Increasingly follow rules, understanding why they are important.       - Rearthy eating         Feel confidence on their own and with other children, because they know their key person.       - Remember rules without needing an adult to remind them.       - Increasingly follow rules, understanding why they are important.         Feel confidence on their own and with other children, because they know their key person.       - Develop appropriate ways of being assertive.       - Talk with others to solve conflicts.         Feel strong enough to express a range of emotions.       - Talk with others to solve conflicts.       - Talk with others to solve conflicts.       - Talk with others to solve conflicts.         Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.       - Be increasingly independent in meeting their own care needs, eag furshing teeth, using the toilet, washing and drying their hands thoroughly.       - Show an understanding of their own feelings and those of others, and be regulate their behaviour accordingly.       - Show an understanding of their own feelings and those of others, and be regulate their behaviour accordingly.         Develop friendships with other children.       - Beincreasingly able to talk about and manage their montions.       - Make healthy choices about flood, drink, activity and show an ability to follow instructions invol several ideas or actions.       - Show an understanding of their own feelings and those of others, and be vindependence, resi	Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.		wellbeing:
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Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".</li> <li>Be confident to try new activities and show independence, resilience an perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave activities and show independence, resilience an perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to</li></ul>	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <ul> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Understand gradually how others might be feeling.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".</li> <li>Learn to use the toilet with help, and then independently.</li> <li>Talk about their second and the provide their more and personal needs, including dressing</li> </ul>		Develop appropriate ways of being assertive.	
<ul> <li>to feelings of frustration and tantrums.</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".</li> <li>Learn to use the toilet with help, and then independentiv.</li> </ul>	<ul> <li>to feelings of frustration and tantrums.</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because" or 'I love it when".</li> <li>Learn to use the toilet with help, and then independently.</li> <li>or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Managing Self</li> <li>Be confident to try new activities and show independence, resilience and persovana needs, including dressing</li> <li>Explain the reasons for rules, know right from wrong and try to behave acc</li> <li>Manage their own basic hygiene and personal needs, including dressing</li> </ul>	Feel strong enough to express a range of emotions.	Talk with others to solve conflicts.	
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<ul> <li>the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".</li> <li>Learn to use the toilet with help, and then independently.</li> <li>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> <li>Make nealthy choices about food, drink, activity and toothbrushing.</li> <li>Give focused attention to what the teacher says, responding appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriate.</li> <li>Be confident to try new activities and show independence, resilience an perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave activities and the to behave activities and the to behave activities and the try on the activity of behave activities and the to behave activities and the teacher activities and the teacher activities and the to</li></ul>	the front.       Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.       Show an understanding of their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.         Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.       Make healthy choices about food, drink, activity and toothbrushing.       Set and work towards simple goals, being able to wait for what they wan control their immediate impulses when appropriate.         Develop friendships with other children.       Make healthy choices about food, drink, activity and toothbrushing.       Set and work towards simple goals, being able to wait for what they wan control their immediate impulses when appropriate.         Safely explore emotions beyond their normal range through play and stories.       Are talking about their feelings in more elaborated ways: "I'm sad because" or "I love it when".       Be confident to try new activities and show independence, resilience and persoenal needs, including dressing         Learn to use the toilet with help, and then independently.       Learn to use the toilet with help, and then independently.       Explain the reasons for rules, know right from wrong and try to behave acc	Begin to show 'effortful control'. For example, waiting for a turn and	Understand gradually how others might be feeling.	Self-Regulation
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Learn to use the toilet with help, and then independently	<ul> <li>Learn to use the toilet with help, and then independently.</li> <li>Manage their own basic hygiene and personal needs, including dressing</li> </ul>			
	the toilet and understanding the importance of healthy food choices.	Learn to use the toilet with help, and then independently.		<ul> <li>Explain the reasons for rules, know right from wrong and try to behave accor</li> <li>Manage their own basic hygiene and personal needs, including dressing, g</li> </ul>

# Building Relationships

- · Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- · Show sensitivity to their own and to others' needs.





# EYFS Development Matters 2020 Statements and ELGs Physical Development

Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul> <li>Lift their head while lying on their front.</li> <li>Push their chest up with straight arms.</li> <li>Roll over: from front to back, then back to front.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Sit without support.</li> <li>Begin to crawl in different ways and directions.</li> <li>Pull themselves upright and bouncing in preparation for walking.</li> <li>Reach out for objects as co-ordination develops.</li> <li>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</li> <li>Gradually gain control of their whole body through continual</li> </ul>	<ul> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul> <li>Revise and refine the fundamental movement skills they have already acquired:         -rolling - walking -running - skipping         -crawling - jumping - hopping - climbing</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> </ul>
<ul><li>practice of large movements, such as waving, kicking, rolling, crawling and walking.</li><li>Clap and stamp to music.</li></ul>	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Combine different movements with ease and fluency.     Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.     Develop overall body-strength, balance, co-ordination and agility.
<ul> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Begin to walk independently – choosing appropriate props to</li> </ul>	<ul> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large</li> </ul>	<ul> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<ul> <li>support at first.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> </ul>	<ul> <li>hollow blocks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> </ul>	Further develop the skills they need to manage the school day successfully:     - lining up and queuing     - mealtimes
<ul> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> </ul>	<ul> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>	
<ul> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Start eating independently and learning how to use a</li> </ul>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Early Learning Goals Gross Motor Skills
<ul><li> Note that the second second</li></ul>		<ul> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul>

- · Demonstrate strength, balance and coordination when playing.
  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- 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, paintbrushes and cutlery.
- · Begin to show accuracy and care when drawing.



· Explore different materials and tools.



# EYFS Development Matters 2020 Statements and ELGs Literacy

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- 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.
- · Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- · Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments 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.

# Three and Four-Year-Olds

- Understand the five key concepts about print:

   print has meaning
   print can have different purposes
   we read 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 clap syllables in a word
   recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- 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; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

# **Children in Reception**

- Read individual letters by saying the sounds for them.
  - Blend sounds into words, so that they can read short words made up of known lettersound 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 phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short 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.

# **Early Learning Goals**

## 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.

## 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.

## 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.



# EYFS Development Matters 2020 Statements and ELGs Mathematics

Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul> <li>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> </ul>	<ul> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> </ul>	Count objects, actions and sounds.
Take part in finger rhymes with numbers.	Recite numbers past 5.	Subitise.
<ul> <li>React to changes of amount in a group of up to three items.</li> </ul>	<ul> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of</li> </ul>	• Link the number symbol (numeral) with its cardinal number value.
Compare amounts, saying 'lots', 'more' or 'same'.	objects tells you how many there are in total ('cardinal principle').	Count beyond ten.
Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	<ul> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of</li> </ul>	Compare numbers.
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	objects to match the numeral, up to 5.	Understand the 'one more than/one less than' relationship between consecutive numbers.
Climb and squeeze themselves into different types of spaces.	<ul> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>	Explore the composition of numbers to 10.
Build with a range of resources. Complete inset puzzles.	Compare quantities using language: 'more than', 'fewer than'.	Automatically recall number bonds for numbers 0–5 and some to 10
Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Notice patterns and arrange things in patterns.	<ul> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> </ul>	Compose and decompose shapes so that children recognise a shap can have other shapes <i>within</i> it, just as numbers can.
	Describe a familiar route.	Continue, copy and create repeating patterns.
	<ul> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	Compare length, weight and capacity.
	Make comparisons between objects relating to size, length, weight and capacity.	
	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.	Early Learning Goals
	• Combine shapes to make new ones – an arch, a bigger triangle, etc.	Number
	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	<ul> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> </ul>
	Extend and create ABAB patterns – stick, leaf, stick, leaf.	Automatically recall (without reference to rhymes, counting or other
	Notice and correct an error in a repeating pattern.	aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Begin to describe a sequence of events, real or fictional, using words     such as 'first' 'then, '	

## **Numerical Patterns**

- 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 evens and odds, double facts and how quantities can be distributed equally.





such as 'first', 'then ...'

# EYFS Development Matters 2020 Statements and ELGs Understanding the World

<b>Birth to Three</b>
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- · Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- 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.

# Three and Four-Year-Olds

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.

# • Explore how things work.

- · Plant seeds and care 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 developing 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.

# Children in Reception 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 that people have different beliefs and celebrate special times in different ways.

- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- · Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

# Early Learning Goals

## Past and Present

- Talk about the lives of the people around them and their roles in society.
- · Know some similarities 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.

## People, Culture and Communities

- 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, non-fiction 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 matter.





# EYFS Development Matters 2020 Statements and ELGs Expressive Arts and Design

Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>Explore their voices and enjoy making sounds.</li> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> </ul>	<ul> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> </ul>	<ul> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their</li> </ul>
Explore a range of soundmakers and instruments and play them in different ways.	<ul> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>	Watch and tark about dance and performance at , expressing their feelings and responses.     Sing in a group or on their own, increasingly matching the pitch and
Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	<ul> <li>Develop storylines in their pretend play.</li> </ul>
Explore paint, 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.	<ul> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like</li> </ul>	• Explore and engage in music making and dance, performing solo or in groups.
joy and take part in action songs, such as 'Twinkle, Twinkle tle Star'.	• Explore colour and colour-mixing.	
tart to develop pretend play, pretending that one object represents nother. For example, a child holds a wooden block to her ear and retends it's a phone.	<ul> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	
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	<ul> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	
materials. Make simple models which express their ideas.	<ul> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	Early Learning Goals
		Creating with Materials

and ideas.

- 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 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.





• Play instruments with increasing control to express their feelings