



## Development Matters (September 2020) PRIME AREA: Communication and language

### 1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

- ☑ 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.

### 2. Speaking ELG

Children at the expected level of development will:

- ☑ 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.

Birth to three - babies, toddlers and young children will be learning to:	3 & 4-year-olds will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods</li> <li>- Watch someone's face as they talk</li> <li>- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>- Enjoy singing, music and toys that make sounds. -Recognise and are calmed by a familiar and friendly voice.</li> <li>- Listen and respond to a simple instruction</li> <li>- Copy your gestures and words.</li> <li>- Constantly babble and use single words during play.</li> <li>- Use intonation, pitch and changing volume when 'talking'.</li> <li>- Understand single words in context – 'cup', 'milk', 'daddy'.</li> <li>- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> <li>- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>- Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>- Can become frustrated when they can't make themselves understood.</li> <li>- Start to say how they are feeling, using words as well as actions.</li> <li>- Start to develop conversation, often jumping from topic to topic.</li> <li>- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>- Use the speech sounds p, b, m, w.</li> <li>- Are usually still learning to pronounce: l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'</li> <li>- Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens.</li> <li>- Can find it difficult to pay attention to more than one thing at a time.</li> <li>- Use a wider range of vocabulary.</li> <li>- 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?"</li> <li>- Sing a large repertoire of songs.</li> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>- May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>- Use longer sentences of four to six words.</li> <li>- 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.</li> <li>- Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary</li> <li>- Use new vocabulary through the day.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>- Use new vocabulary in different contexts.</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>- Learn rhymes, poems and songs.</li> <li>- Engage in non-fiction books.</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>



## Development Matters (September 2020) PRIME AREA: Personal, Social and Emotional Development

### 3. Self-Regulation ELG

Children at the expected level of development will:

- ☑ 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 says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### 4. Managing Self ELG

Children at the expected level of development will:

- ☑ 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 basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### 5. Building Relationships ELG

Children at the expected level of development will:

- 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.

Birth to three - babies, toddlers and young children will be learning to:	3 & 4-year-olds will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none"> <li>- Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>- Establish their sense of self.</li> <li>- Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>- Engage with others through gestures, gaze and talk. - Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>- Find ways of managing transitions, for example from their parent to their key person.</li> <li>- Thrive as they develop self-assurance.</li> <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 is nearby and available.</li> <li>- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>- Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads 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> </ul>	<ul style="list-style-type: none"> <li>- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>- Develop 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>- Show more confidence in new social situations.</li> <li>- Play with one or more other children, extending and elaborating play ideas.</li> <li>- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>- Increasingly follow rules, understanding why they are important.</li> <li>- Do not always need an adult to remind them of a rule.</li> <li>- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> <li>- Begin to understand how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> <li>- Manage their own needs.</li> </ul>



## Development Matters (September 2020) PRIME AREA: Physical Development

### 6. Gross Motor Skills ELG

Children at the expected level of development will:

- ☐ Negotiate space and obstacles safely, with consideration for themselves and others;
  - ☐ Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### 7. Fine Motor Skills ELG

Children at the expected level of development will:

- ☐ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
  - ☐ Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing

Birth to three - babies, toddlers and young children will be learning to:	3 & 4-year-olds will be learning to:	Children in reception will be learning to:
<ul style="list-style-type: none"> <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 coordination develops.</li> <li>- Eat finger food and develop likes and dislikes.</li> <li>- Try a wider range of foods with different tastes and textures.</li> <li>- Lift objects up to suck them.</li> <li>- Pass things from one hand to the other.</li> <li>- Let go of things and hands them to another person, or drops them.</li> <li>- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>- Clap and stamp to music.</li> <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 support at first.</li> <li>- Walk, run, jump and climb – and start to use the stairs independently.</li> <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> <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>- Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <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>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- 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.</li> <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 hollow blocks.</li> <li>- Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>- Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.</li> <li>- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</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 tooth brushing.</li> </ul>	<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – 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> <li>- Combine different movements with ease and fluency.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body-strength, balance, co-ordination and agility.</li> <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> <li>- Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of ‘screen time’</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene</li> </ul>