



## Development Matters (September 2020) SPECIFIC AREA: Literacy

### 8. Comprehension ELG

Children at the expected level of development will:

- 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.

### 9. Word Reading ELG

Children at the expected level of development will:

- 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.

### 10. Writing ELG

Children at the expected level of development will:

- 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.

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>- Enjoy songs and rhymes, tuning in and paying attention.</li> <li>- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>- Say some of the words in songs and rhymes.</li> <li>- Copy finger movements and other gestures.</li> <li>- Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>- Enjoy sharing books with an adult.</li> <li>- Pay attention and responds to the pictures or the words.</li> <li>- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>- Repeat words and phrases from familiar stories.</li> <li>- Ask questions about the book.</li> <li>- Makes comments and shares their own ideas.</li> <li>- Develop play around favourite stories using props.</li> <li>- Enjoy drawing freely.</li> <li>- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>- Make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read a few common exception words matched to the school's phonic programme.</li> <li>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>- Form lower-case and capital letters correctly.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check that it makes sense.</li> </ul>



## Development Matters (September 2020) SPECIFIC AREA: Mathematics

### 11. Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise 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.

### 12. Numerical Patterns ELG

Children at the expected level of development will:

- 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.

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>- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>- Take part in finger rhymes with numbers.</li> <li>- React to changes of amount in a group of up to three items.</li> <li>- Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>- Climb and squeezing selves into different types of spaces.</li> <li>- Build with a range of resources.</li> <li>- Complete inset puzzles.</li> <li>- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>- Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>- Recite numbers past 5.</li> <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 objects tells you how many there are in total ('cardinal principle').</li> <li>- Show 'finger numbers' up to 5.</li> <li>- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <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> <li>- Compare quantities using language: 'more than', 'fewer than'.</li> <li>- 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'.</li> <li>- Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>- Describe a familiar route.</li> <li>- Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>- Make comparisons between objects relating to size, length, weight and capacity.</li> <li>- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>- Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>- 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.</li> <li>- Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</li> <li>- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>- Count objects, actions and sounds.</li> <li>- Subitise.</li> <li>- Link the number symbol (numeral) with its cardinal number value.</li> <li>- Count beyond ten.</li> <li>- Compare numbers.</li> <li>- Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>- Explore the composition of numbers to 10.</li> <li>- Automatically recall number bonds for numbers 0–10.</li> <li>- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>- Continue, copy and create repeating patterns.</li> <li>- Compare length, weight and capacity.</li> </ul>



## Development Matters (September 2020) SPECIFIC AREA: Understanding the World

### 13. Past and Present ELG

Children at the expected level of development will:

- 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;

### 14. People Culture and Communities ELG

Children at the expected level of development will:

- 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.

### 15. The Natural World ELG

Children at the expected level of development will:

- 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.

<b>Birth to three - babies, toddlers and young children will be learning to:</b>	<b>3 &amp; 4-year-olds will be learning to:</b>	<b>Children in reception will be learning to:</b>
<ul style="list-style-type: none"> <li>- Repeat actions that have an effect.</li> <li>- Explore materials with different properties.</li> <li>- Explore natural materials, indoors and outside.</li> <li>- Explore and respond to different natural phenomena in their setting and on trips.</li> <li>- Make connections between the features of their family and other families.</li> <li>- Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>- Use all their senses in hands on exploration of natural materials.</li> <li>- Explore collections of materials with similar and/or different properties.</li> <li>- Talk about what they see, using a wide vocabulary.</li> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Show interest in different occupations.</li> <li>- Explore how things work</li> <li>- Plant seeds and care for growing plants.</li> <li>- Understand the key features of the life cycle of a plant and an animal.</li> <li>- Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>- Explore and talk about different forces they can feel.</li> <li>- Talk about the differences between materials and changes they notice.</li> <li>- Continue to develop positive attitudes about the differences between people.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Draw information from a simple map.</li> <li>- Understand that some places are special to members of their community.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Recognise some environments that are different to the one in which they live.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul>



## Development Matters (September 2020) SPECIFIC AREA: Expressive Arts and Design

### 16. Creating with Materials ELG

Children at the expected level of development will:

- 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.

### 17. Being Imaginative and Expressive ELG

Children at the expected level of development will:

- 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.

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>- 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> <li>- Explore a range of soundmakers and instruments and play them in different ways.</li> <li>- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>- Start to make marks intentionally.</li> <li>- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>- Use their imagination as they consider what they can do with different materials.</li> <li>- Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <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, in order to develop their ideas about how to use them and what to make.</li> <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> <li>- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <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 happiness, sadness, fear etc.</li> <li>- Explore colour and colourmixing.</li> <li>- Show different emotions in their drawings – happiness, sadness, fear etc.</li> <li>- Listen with increased attention to sounds.</li> <li>- Respond to what they have heard, expressing their thoughts and feelings.</li> <li>- Remember and sing entire songs.</li> <li>- Sing the pitch of a tone sung by another person ('pitch match').</li> <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> <li>- Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <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 feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul>