

EYFS Development Matters 2020 - Reception & ELGs

Communication and Language	Personal, Social, Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Understand how to listen carefully and why listening is important. Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELGs – Listening, Attention & Understanding.</p> <p>Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions.</p> <p>Make comments about what they have heard & ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-&-forth exchanges with their teacher & peers.</p> <p>ELGs – Speaking</p> <p>Participate in small group, class & one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes & poems when appropriate.</p> <p>Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>ELGs – Self-Regulation</p> <p><i>Show an understanding of their own feelings & those of others, & begin to regular their behaviour accordingly.</i></p> <p><i>Set & work towards simple goals, being able to wait for what they want & control their immediate impulses when appropriate.</i></p> <p><i>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, & show an ability to follow instructions involving several ideas/actions.</i></p> <p>ELGs – Manage Self</p> <p><i>Be confident to try new activities & show independence, resilience & perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong & try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene & personal needs, including dressing, going to the toilet & understanding the importance of healthy food choices.</i></p> <p>ELGs – Building Relationships</p> <p><i>Work & play cooperatively & take turns with others.</i></p> <p><i>Form positive attachments to adults & friendships with peers.</i></p> <p><i>Show sensitivity to their own & to others’ needs.</i></p>	<p>Revise & refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions & other physical disciplines including dance, gymnastics, sport & swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely & confidently.</p> <p>Suggested tools: pencils for drawing & writing, paintbrushes, scissors, knives, forks & spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease & fluency.</p> <p>Confidently & safely use a range of ball skills including: throwing, catching, kicking, passing, batting & aiming.</p> <p>Develop confidence, competence precision & accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate & efficient.</p> <p>Know & talk about the different factors that support their overall health & wellbeing:</p> <ul style="list-style-type: none"> - Regular physical exercise - Healthy eating - Toothbrushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up & queuing - Mealtimes - Personal hygiene <p>ELGs</p> <p>Negotiate space & obstacles safely, with consideration for themselves & others.</p> <p>Demonstrate strength, balance & coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping & climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes & cutlery.</p> <p>Begin to show accuracy & care when drawing.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound & say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases & sentences made up of words with known letter-sound correspondences &, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency & their understanding & enjoyment.</p> <p>Form lower-case & capital letters correctly.</p> <p>Spell words by identifying the sounds & then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter & full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELGs – Comprehension</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & poems & during role play.</i></p> <p>ELGs – Word Reading</p> <p><i>Say a sound for each letter in the alphabet & at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences & blocks that are consistent with their phonic-knowledge, including some common exception words.</i></p> <p>ELGs – Writing</p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them & representing the sounds with a letter/letters.</i></p> <p><i>Write simple phrases & sentences that can be read by others.</i></p>	<p>Count objects, actions & sounds.</p> <p>Subitise.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the ‘one more than/less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-10.</p> <p>Select, rotate & manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose & decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy & create repeating patterns.</p> <p>Compare length, weight & capacity.</p> <p>ELGs – Number</p> <p><i>Have a deep understanding of number to 10, including the composition of each number.</i></p> <p><i>Subitise (recognise quantities without counting) up to 5.</i></p> <p><i>Automatically recall (without reference to rhymes, counting & other aids) number bonds up to 5 (including subtraction facts) & some number bonds to 10, including double facts.</i></p> <p>ELGs – Numerical Patterns</p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or are the same as the other quantity.</i></p> <p><i>Explore & represent patterns within numbers up to 10, including even & odds, double facts & how quantities can be distributed equally.</i></p>	<p>Talk about member of their immediate family & community.</p> <p>Name & describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare & contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to member of their community.</p> <p>Recognise that people have different beliefs & celebrate special times in different ways.</p> <p>Recognise some similarities & differences between life in this country & like in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear & feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELGs – Past & Present</p> <p><i>Talk about the lives of the people around them & their roles in society.</i></p> <p><i>Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class.</i></p> <p><i>Understand the past through settings, characters & events encountered in books read in class & storytelling.</i></p> <p>ELGs – People, Culture & Communities.</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps.</i></p> <p><i>Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class.</i></p> <p><i>Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & (when appropriate) maps.</i></p> <p>ELGs – The Natural World</p> <p><i>Explore the natural world around them, making observations & drawing pictures of animals & plants.</i></p> <p><i>Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class.</i></p> <p><i>Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter.</i></p>	<p>Explore, use & refine a variety of artistic effects to express their ideas & feelings.</p> <p>Return to & build on their previous learning, refining ideas & developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources & skills.</p> <p>Listen attentively, move to & talk about music, expressing their feelings & responses.</p> <p>Watch & talk about dance & performance art, expressing their feelings & responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch & following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore & engage in music making & dance, performing solo or in groups.</p> <p>ELGs – Creating with Materials</p> <p><i>Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.</i></p> <p><i>Share their creations, explaining the process they have used.</i></p> <p><i>Make use of props & materials when role playing characters in narratives & stories.</i></p> <p>ELGs – Being Imaginative & Expressive</p> <p><i>Invent, adopt & recount narratives & stories with peers & their teacher.</i></p> <p><i>Sing a range of well-known nursery rhymes & songs.</i></p> <p><i>Perform songs, rhymes, poems & stories with others, and (when appropriate) try to move in time with music.</i></p>