

EYFS	Personal, Social + Emotional Development			Physical Development		Communication and Language		
Band	Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Moving and handling	Health and self care	Listening and attention	Understanding	Speaking
3 16 - 26 months	<ul style="list-style-type: none"> - Play alongside others. -Uses familiar adult as a secure base to explore from. -Plays cooperatively with a familiar adult. 	<ul style="list-style-type: none"> -Explores new environments/toys (may need adult) -Gradually able to engage in pretend play with toys. - Demonstrate sense of self as an individual. 	<ul style="list-style-type: none"> -Is aware of others' feelings. -Growing sense of will/determination. -Respond to a few appropriate boundaries(support) -Begins to learn some things are theirs/shared/others. 	<ul style="list-style-type: none"> -Walks upstairs holding adult hand. -Comes downstairs backwards on knees. -Begins to build tower - Make connection between movements+ marks they make. 	<ul style="list-style-type: none"> -Likes/dislikes of food/drinks. -Tries new food -Holds cup uses two hands. -Says if soiled wet -Aware of bowel bladder urges -Toilet knowledge. -Helps dressing. 	<ul style="list-style-type: none"> - Listens to +enjoys rhythm in rhymes/stories. -Enjoys rhymes+ shows listening by joining in. -Rigid attention, may appear not to hear. 	<ul style="list-style-type: none"> - Selects familiar objects by name. Will go + find named object when asked. Identify objects from a group. - Understands simple sentences 	<ul style="list-style-type: none"> -Copies familiar expressions. -Begin to put 2 words together - Use diff types of everyday words -Ask simple Q's -Talk about things not here.
4 22 - 36 months	<ul style="list-style-type: none"> - Interested in others' play + starts to join in. - Seeks out others to share experiences. - Shows affection/concern for special people. -May form special friendship with other child. 	<ul style="list-style-type: none"> -Separates from main carer with support. - Expresses own preferences + interests. 	<ul style="list-style-type: none"> -Can seek comfort. -Express feelings. -Respond to feelings of others. -Aware that some actions hurt/harm. -Help/comfort others -Understands some routines/boundaries. -Can inhibit actions. -Growing ability to distract self (upset) 	<ul style="list-style-type: none"> -Runs safely on whole foot. -Squats steadily. -Climbs confidently -Kick a ball -Turn pages in book. - Handle equipment. -Tripod grip (begin) -Imitate drawing -Walks upstairs + downstairs holds rail -Dominant hand shown 	<ul style="list-style-type: none"> -Feeds self with spoon. -Drinks without spilling -Communicates need for toilet. -Begin to recognise danger - Helps with clothing - Independent in self care(begin). 	<ul style="list-style-type: none"> -Listens with interest to noises adults make when they read stories. -Recognise + respond to many sounds. - Interest in play with sounds,etc - Single channelled attention. Can shift focus. 	<ul style="list-style-type: none"> - Identifies action words by pointing to pic. -Understands more complex sentences. -Understands Who, What or Where in simple questions. - Develops understanding of simple concepts. 	<ul style="list-style-type: none"> -Use lang as a powerful means of widening contacts. -Hold a conversation -Learn new words -Uses gesture - Variety of Q's -Simple sentences -Word endings
5 30 - 50 months	<ul style="list-style-type: none"> - Can play in a group, extending + elaborating play. - Initiates play, offering cues to join in. -Keeps play going by responding to others. -Demonstrates friendly behaviour. 	<ul style="list-style-type: none"> - Can select + use activities/resources with help. - Welcomes/values praise. -Enjoys responsibility - More outgoing towards unfamiliar people/situations. -Talks to children. - Seeks help. 	<ul style="list-style-type: none"> -Aware of own feelings + knows some actions/words harm others. -Begin to accept needs of others. -Can usually tolerate delay. -Can usually adapt behaviour to different events. 	<ul style="list-style-type: none"> - Moves freely. -Mounts stairs uses alternate feet. -Walks downstairs - carrying object. -Runs skilfully -Stands on one foot -Catch ball -Draw lines/circles -Use one handed tools -Good pencil control -Copy some letters. 	<ul style="list-style-type: none"> -Can tell adults their needs. -Observe effects activity has . -Equip + tools need to be used safely. -Gains greater bowel/bladder control. -Wash/dry hands -Dresses with help. 	<ul style="list-style-type: none"> -Listens 1:1 or in a small group. -Listens to stories with increasing attention + recall. -Joins in with refrain. -Focus attention do or listen -Is able to follow directions. 	<ul style="list-style-type: none"> -Understands use of objects -Understands prepositions - under, on top of -Responds to simple instructions -Begin to understand how + why questions. 	<ul style="list-style-type: none"> -Use complex sentences -Retell simple event in order -Use talk to connect ideas -Q's why things happen -Range of tense -Intonation, etc -Increase vocab -Uses pretence
6 40 - 60 months	<ul style="list-style-type: none"> -Initiates conversation, attends to + takes account of what others say. -Explains own knowledge. -Tries to resolve conflict others. 	<ul style="list-style-type: none"> -Confident to speak to others about needs/wants/interest. - Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> -Understands own actions affect others. -Aware of the boundaries set + of behavioural expectations of the setting. -Begin to negotiate or solve problems. 	<ul style="list-style-type: none"> -Diff ways of moving. -Jumps off object -Negotiates space -Travels confidently -Controls object -Effects change -Use tools safely -Dominant hand, form recognisable letters. 	<ul style="list-style-type: none"> -Eats a healthy range of food. - Dry/Clean - day. -Healthy choices. -Safety when tackling risks. -Transport/store equip safely. - Uses safe prac. 	<ul style="list-style-type: none"> - Maintain attention, concentrate + sit quietly. Two - channelled attention - can listen + do for short span 	<ul style="list-style-type: none"> -Respond to two part instruction. -Understand humour -Follows story without pics -Listens/respond to ideas from others. 	<ul style="list-style-type: none"> -Extend vocab - Use language to imagine. -Links statements -Use talk to organise ideas - Introduce storyline in play

EYFS	Literacy		Numeracy	
	Band	Reading	Writing	Numbers
3 16 - 26 months	<ul style="list-style-type: none"> -Interested in books and rhymes. -May have favourites. 	<ul style="list-style-type: none"> See communication and language See physical development- roots of mark making and handwriting in Playing and exploring. 	<ul style="list-style-type: none"> -Knows that things exist, even when out of sight. -Beginning to organise and categories objects. -Says some counting words randomly. 	<ul style="list-style-type: none"> -Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. -Uses blocks to create their own simple structures and arrangements. -Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. -Begins to understand that things might happen 'now'.
4 22 - 36 months	<ul style="list-style-type: none"> -Has some favourite stories, rhymes, songs, poems or jingles. -Repeats words or phrases from familiar stories. - Fills in the missing word or phrase in a known rhyme, story or game. 	<ul style="list-style-type: none"> -Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> -Selects a small number of objects from a group when asked. -Recites some number names in sequence. -Creates and experiments with symbols and marks representing ideas of number. -Begins to make comparisons between quantities. -Uses some language of quantities. -Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> -Notifies simple shapes and patterns in pictures. -Beginning to categorise objects according to properties such as shape or size. -Begins to use the language of size. -Understands some talk about immediate past and future. -Anticipates specific time-based events such as home time.
5 30 - 50 months	<ul style="list-style-type: none"> -Enjoys rhyming and rhythmic activities. -Shows awareness of rhyming and alliteration. -Recognises rhythm in spoken words. -Listens to and joins in stories and poems- 1-1, and small groups. -Joins in with repeated refrains and anticipates key phrases and events in stories and rhymes. -Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Listens to stories with increasing attention and recall. -Describes main story settings, events and characters. -Shows interest in illustrations and print in books and print in the environment. -Recognises familiar words and signs such as own name and logos. Looks at books independently. -Handles books carefully. -Knows information can be relayed in the form of print. -Holds books the correct way up and turns pages. 	<ul style="list-style-type: none"> -Sometimes gives meaning to marks as they draw and paint. -Ascribes meaning to marks they see in different places. 	<ul style="list-style-type: none"> -Uses some number names and language spontaneously. -Uses some number names accurately in play. -Recites numbers in order to 10. -Knows that numbers identify how many objects are in a set. -Beginning to represent numbers using fingers, marks on paper or pictures. -Sometimes matches numeral and quantity correctly. -Shows curiosity about numbers by offering comments or asking questions. -Compares two groups of objects, saying when they have the same number. -Shows an interest in number problems. -Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. -Shows an interest in numerals in the environment. -Shows an interest in representing numbers. -Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> -Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. -Uses positional language. -Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. -Shows interest in shapes in the environment. -Uses shapes appropriately for tasks. -Beginning to talk about the shapes of everyday objects.

	<p>-Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>			
<p>6 40 - 60 months</p>	<ul style="list-style-type: none"> -Continues a rhyming string. -Hears and says the initial sounds in words. -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. -Links sounds to letters, naming and sounding the letters of the alphabet. -Begins to read words and simple sentences. -Uses vocab and forms of speech that are increasingly influenced by their experiences of books. -Enjoys and increasing range of books. -Knows that info can be retrieved from books and computers. 	<ul style="list-style-type: none"> -Gives meaning to marks they make as they draw, write and paint. -Begins to break the flow of speech into words. -Continues a rhyming string. -Hears and says the initial sounds in words. -Can segment the sounds in simple words and blend them together. -Link sounds to letters, naming and sounding the letters of the alphabet. -Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Writes own name. -Writes things such as captions and labels. -Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> -Recognises some numerals of personal significance. -Recognises numerals 1-5. -Counts up to three or four objects by saying one number name for each item. -Counts actions or objects which cannot be moved. -Counts objects to 10, and beginning to count beyond 10. -Counts out up to six objects from a larger group. -Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. -Counts an irregular arrangement of up to 10 objects. -Estimates how many objects they can see and checks by counting them. -Uses the language of 'more' and 'fewer' to compare two sets of objects. -Finds the total number of items in two groups by counting all of them. -Says the number that is one more than a given number. -Finds one more then one less from a group of up to five objects, then ten objects. -In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. -Records, using marks that they can interpret and explain. -Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> -Beginning to use mathematical names for 'solid' 3d shapes and 'flat' 2d shapes, and mathematical terms to describe shapes. -Selects a particular named shape. -Can describe their relative position such as 'behind'. -Orders two or three items by length or height. -Orders two items by weight or capacity. -Uses familiar objects and common shapes to create and recreate patterns and build models. -Uses everyday language related to time. -Beginning to use everyday language related to money. -Orders and sequences familiar events. -Measures short period of time in simple ways.

EYFS	Understanding the world			Expressive Arts and Design	
Band	People and Communities	The World	Technology	Exploring and using media and materials	Being imaginative
3 16 - 26 months	<ul style="list-style-type: none"> -Is curious about people and shows interest in stories about themselves and their family. -Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> -Explores objects by linking together different approaches: shaking, hitting, looking feeling, tasting etc. -Remembers where objects belong. -Matches parts of objects that fit together. 	<ul style="list-style-type: none"> -Anticipates repeated sounds, sights and actions. -Shows interest in toys with buttons, flaps, and simple mechanisms and beginning to learnt o operate them. 	<ul style="list-style-type: none"> -Explores and experiments with a range of media through sensory exploration, and using whole body. -Move their whole bodies to sounds they enjoy. -Imitates and improves actions they have observed. -Begins to move to music, listen to or join in rhymes or songs. -Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> -Expresses self through physical action and sound. -Pretends that one object represents another, especially when objects have characteristics in common.
4 22 - 36 months	<ul style="list-style-type: none"> -Has a sense of own immediate family and relations. -In pretend play, imitates everyday actions and events from own family. -Beginning to have their own friends. -Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> -Enjoys playing with small-world models. -Notices detailed features of objects in their environment. 	<ul style="list-style-type: none"> -Seeks to acquire basic skills in turning and operating some ICT equipment. -Operates mechanical toys. 	<ul style="list-style-type: none"> -Joins in singing favourite songs. -Creates sounds by banging, shaking, tapping or blowing. -Shows an interest in the way musical instruments sound. -Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> -Beginning to use representation to communicate e.g. drawing a line and saying 'that's me'. -Beginning to make-believe by pretending.
5 30 - 50 months	<ul style="list-style-type: none"> -Shows interest in the lives of people who are familiar to them. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends. -Shows interest in different occupations and ways of life. -Knows some of the things that make them unique. -Can talk about some of the similarities or differences in relation to friends or family. 	<ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world such as where they live. -Can talk about some of the things they have observed such as plants. -Talks about why things happen and how things work. -Developing an understanding of growth, decay and changes over time. -Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> -Knows how to operate simple equipment. -Shows an interest in technological toys with knobs or pulleys, or real objects. -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects. -Knows that information can be retrieved from computers. 	<ul style="list-style-type: none"> -Enjoys joining in with dancing and ring games. -Sings a few familiar songs. -Beginning to move rhythmically. -Imitates movement in response to music. -Taps out simple repeated rhythms. -Explores and learns how sounds can be changed. -Explores colours and how colours can be changed. -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. -Beginning to be interested in and describe the texture of things. -Uses various construction materials. -Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating 	<ul style="list-style-type: none"> -Developing preferences for forms of expression. -Uses movement to express feelings. -Creates movement in response to music. -Sings to self and makes up simple songs. -Makes up rhythms. -Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. -Engages in imaginative role-play based on own first-hand experiences. -Builds stories around toys. -Uses available resources to create props to support role-play. -Captures experiences and responses with a range of media.

				spaces. -Joins construction pieces together to build and balance. -Realises tools can be used for a purpose.	
6 40 - 60 months	-Enjoys joining in with family customs and routines.	-Looks closely at similarities, differences, patterns and change.	-Completes a simple program on the computer. -Uses ICT hardware to interact with age-appropriate computer software.	-Begins to build a repertoire of songs and dances. -Explores the different sounds of instruments. -Explores what happens when they mix colours. -Experiments to create different textures. -Understands that different media can be combined to create new effects. -Manipulates materials to achieve a planned effect. -Constructs with a purpose in mind, using a variety of resources. -Uses simple tools and techniques competently and appropriately. -Selects appropriate resources and adapts work where necessary. -Selects tools and techniques needed to shape, assemble and join materials they are using.	-Creates simple representations of events, people and objects. -Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. -Choose particular colours to use for a purpose. -Introduces a storyline or narrative into their play. -Plays alongside other children who are engaged in the same theme. -Plays co-operatively as part of a group to develop and act out a narrative.

Early Learning Goals

EYFS	Personal, Social + Emotional Development			Physical Development		Communication and Language		
ELG	Making Relationships	Self-confidence and self-awareness	Managing feelings and behaviour	Moving and handling	Health and self care	Listening and attention	Understanding	Speaking
	<ul style="list-style-type: none"> -Children play cooperatively, taking turns with others. -They take account of one another's ideas about how to organise their activity. -They show sensitivity to others' needs and feelings. -Form positive relationships with adults and other children. 	<ul style="list-style-type: none"> -Children are confident to try new activities, and say why they like some activities more than others. -They are confident to speak in a familiar group. -Will talk about their ideas, and will choose the resources they need for their chosen activities. -They say when they do or don't need help. 	<ul style="list-style-type: none"> -Children talk about how they and others show feelings. -Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. -They work as part of a group or class, and understand and follow the rules. -They adjust their behaviour to different situations, and take changes of routine in their stride. 	<ul style="list-style-type: none"> -Children show good control and coordination in large and small movements. -They move confidently in a range of ways, safely negotiating space. -They handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> -Children know the importance for good health, -physical exercise, -healthy diet, -Talk about ways to keep healthy and safe. -They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	<ul style="list-style-type: none"> -Children listen attentively in a range of situations. -They listen to stories, accurately anticipating key events. -They can respond to what they hear with relevant comments, questions or actions. -They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> -Children follow instructions involving several ideas or actions. -They answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> -Children express themselves effectively, showing awareness of listeners' needs. -They use past, present and future forms accurately. -talk about events that have happened or are to happen in the future. -They develop their own narratives and explanations by connecting ideas or events.

EYFS	Literacy		Numeracy	
ELG	Reading	Writing	Numbers	Shape, Space and Measure
	<ul style="list-style-type: none"> -Children read and understand simple sentences. -They use phonic knowledge to decide regular words, And read them aloud accurately. -They also read some common irregular words. -They demonstrate understanding when talking to others about what they have read. 	<ul style="list-style-type: none"> -Children use their phonic knowledge to write words in ways which match their spoken sounds. -They also write some irregular common words. -They write simple sentences which can be read by themselves and others. -Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> -Count reliably with numbers from one to 20, -Place them in order, -say which number is one more or one less than a given number. -Using quantities and objects, they add and subtract two single digit numbers, -and count on or back to find the answer. -They solve problems including doubling, -halving and -sharing. 	<ul style="list-style-type: none"> -Children use everyday language to talk about size, -weight, -capacity, -position, -distance, -time and -money - to compare quantities and objects and to solve problems. -They recognise, create and describe patterns. -They explore characteristics of everyday objects and shapes, - and use mathematical language to describe them.

EYFS	Understanding the world			Expressive Arts and Design	
Band	People and Communities	The World	Technology	Exploring and using media and materials	Being imaginative
	<ul style="list-style-type: none"> -Children talk about past and present events in their own lives and in the lives of family members. -They know that other children don't always enjoy the same things and are sensitive to this. -They know about similarities and differences between themselves and others, -and among families, communities, and traditions. 	<ul style="list-style-type: none"> -Children know about similarities and differences in relation to places, -objects, -materials, -living things. -They talk about features of their own immediate environment and how environments might vary from one another. -They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> -Children recognise that a range of technology is used in places such as homes and schools. -They select and use technology for particular purposes. 	<ul style="list-style-type: none"> -Children sing songs, make music and dance, -and experiment with ways of changing them. -They safely use and explore a variety of materials, -tools, -techniques. -Experimenting with colour, -design, -texture, -form, -function. 	<ul style="list-style-type: none"> -Children use what they have learnt about media and materials in original ways, -thinking about uses and purposes. -They represent their own ideas, thoughts and feelings through design and technology, -art, -music, -dance, -role play, -stories.