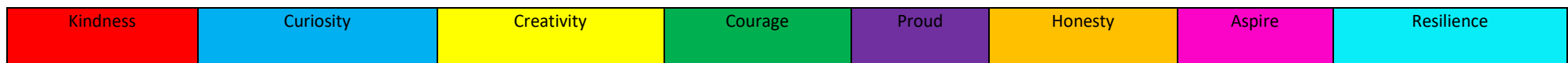


## Early Years Foundation Stage Development Progression Overview

At Crow Orchard Primary School, we support our children in using the three characteristics of effective teaching and learning. These are;

The characteristics of effective teaching and learning		
Playing and exploring children investigate and experience things, and 'have a go'	Active learning children concentrate and keep on trying if they encounter difficulties, and enjoy achievements	Creating and thinking critically children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</p> <p>Make independent choices.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</p> <p>Show goal-directed behaviour. For example, toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</p> <p>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</p> <p>Keep on trying when things are difficult.</p>	<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</p>

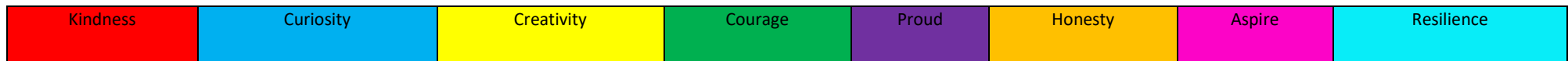
This guidance is taken from [Development matters](#) (Non-statutory curriculum guidance for the early years foundation stage). This guidance sets out the pathways of children's development in broad ages and stages. The actual learning of young children is not so neat and orderly. For that reason, accurate and proportionate assessment is vital. It helps to make informed decisions about what a child needs to learn and be able to



## Early Years Foundation Stage Development Progression Overview

do next. It is not designed to be used as a tick list but to guide planning for individuals and their next steps. The **observation checkpoints** can help us to notice whether a child is at risk of falling behind. We can make all the difference by acting quickly if there are any concerns.

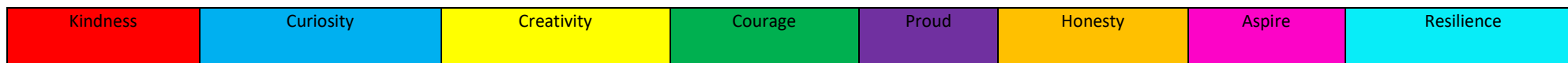
	3 and 4-year-olds will be learning to:	Children in reception will be learning to:
<b>C &amp; L</b>	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Use 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".</li> <li>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</li> <li>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>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</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>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary - Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</li> <li>Use new vocabulary through the day.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in story times.</li> <li>Listen and talk about stories to build familiarity and understanding.</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> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives – and, but, so, because.</li> <li>Describe events in some detail.</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 talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases for example greetings.</li> </ul>



## Early Years Foundation Stage Development Progression Overview

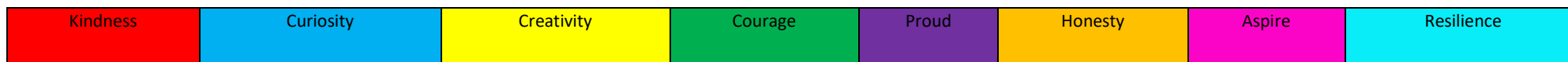


	3 and 4-year-olds will be learning to:	Children in reception will be learning to:
PSED	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their 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>• 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>• Remember rules without needing an adult to remind them.</li> <li>• Talk with others to solve conflicts</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</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> <p><b><u>Observational Checkpoint</u></b>  <b><i>Around the age of 3</i></b>  <b><i>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</i></b></p> <p><b><i>Around the age of 4</i></b>  <b><i>Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</i></b>  <b><i>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</i></b></p>	<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> <li>• Further develop the skills they need to manage the school day successfully: -                         <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• Personal hygiene</li> <li>• mealtimes</li> </ul> </li> <li>• Share, take turns and play cooperatively with others.</li> <li>• Have positive relationships with friends and adults.</li> <li>• Be sensitive to the feeling of others.</li> <li>• Understand and be responsive to their own feelings.</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> </ul> </li> <li>• being a safe pedestrian</li> </ul>



## Early Years Foundation Stage Development Progression Overview

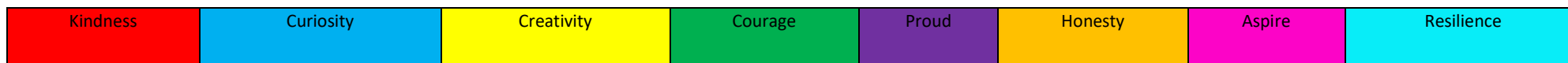
	<p><b><i>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</i></b></p> <ul style="list-style-type: none"> <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> <p><b><i>Observational checkpoint</i></b>  <b><i>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</i></b></li> </ul>	
<b>PD</b>	<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>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking - jumping -running - - hopping - skipping – climbing</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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> </ul>



## Early Years Foundation Stage Development Progression Overview



	<ul style="list-style-type: none"> <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>• 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>• Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling walking, jumping , running, hopping, skipping, climbing</li> <li>• Make healthy choices about food, drink, activity and tooth brushing</li> </ul>	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</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, fork and spoons.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully:             <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </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> </ul>
Lit	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print: print has meaning             <ul style="list-style-type: none"> <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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</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 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>• Learn letter names.</li> </ul>



## Early Years Foundation Stage Development Progression Overview

	<ul style="list-style-type: none"> <li>• recognise words with the same initial sound, such as money and mother</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; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> <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> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</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>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Develop 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> </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 0–5 and some to 10.</li> <li>• Select, rotate, and manipulate shapes 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>

Kindness

Curiosity

Creativity

Courage

Proud

Honesty

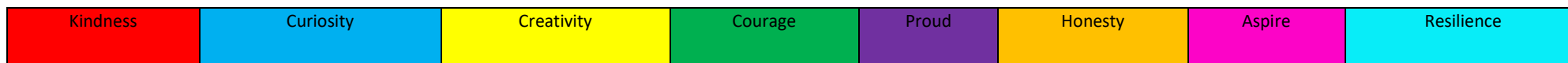
Aspire

Resilience

## Early Years Foundation Stage Development Progression Overview



	<ul style="list-style-type: none"> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>Talk about and identify 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.</li> <li>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>	
<b>UTW</b>	<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>Show interest in different occupations.</li> <li>Explore how things work.</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> <li>Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels.</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>Begin to make sense of their own life-story and family's history.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Show interest in different occupations.</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>Understand the past through reading books and storytelling.</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>Draw information from a simple map.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Engage in discussions about the natural world.</li> <li>Create observational drawings of plants and animals</li> <li>Recognise some environments that are different from the one in which they live.</li> <li>Understand changing states of matter – e.g. ices to water</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>recognise changes in the seasons over time - Understand process and changes in the natural world including how plants and flowers grow.</li> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them.</li> </ul>
<b>EA&amp;D</b>	<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> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>

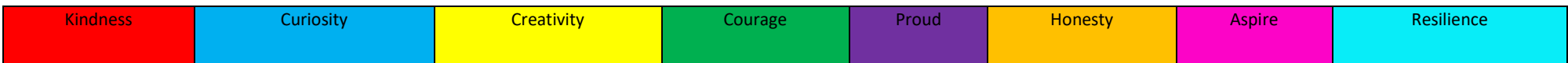


## Early Years Foundation Stage Development Progression Overview

<ul style="list-style-type: none"> <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> <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 details 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 colour mixing.</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>• 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>• Sing a range of nursery rhymes and songs.</li> <li>• Move in time with music</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>
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**Outcomes Linked to the School Values**

<p><b>Kindness</b> Children begin to understand the need to respect and care for our families, friends, the natural environment, and all living things. They continue to develop positive attitudes about the difference between people. (PSED,UtW)</p> <p><b>Curiosity</b> Children are inquisitive learners, exploring through play, investigating the environment, they respond to new experiences and listening to each other's ideas. (PSED,CL)</p> <p><b>Creativity</b> Children enjoy the process of thinking and develop their own creative response to learning. Children can solve real problems and use pretend play to understand another's perspective. (PSED,CL,M,L,EAD,UtW)</p>
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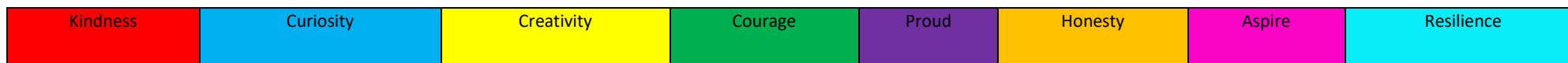




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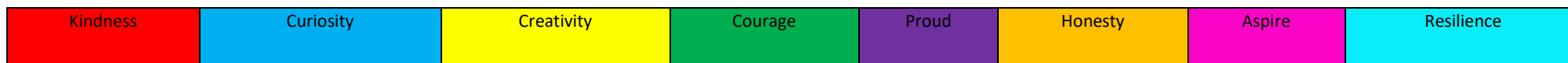


	<p><b>Courage</b> The children start to develop confidence when accepting a challenge and finding different ways to achieve the outcome. (PSED)</p> <p><b>Proud</b> Taking pride in acquiring new skills and demonstrating these across all areas of development. (PSED,CL,PD,M,L,EAD,UtW)</p> <p><b>Honesty</b> Children will develop their sense of responsibility as a member of our community. Increasing follow rules and understand why they are important. Build constructive and respectful friendships (PSED, CL)</p> <p><b>Aspire</b> Developing independence by reflecting on mistakes and knowing how to overcome them in the future. (PSED,CL,PD,M,L,EAD,UtW)</p> <p><b>Resilience</b> Children show resilience and perseverance in the face of a challenge. (PSED,CL,PD,M,L,EAD,UtW)</p>		
<b>Early learning Goals</b>			
<b>C &amp; L</b>	<p style="text-align: center;"><b>ELG: Listening, Attention and Understanding</b></p> <p>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.</p>		<p style="text-align: center;"><b>ELG: Speaking</b></p> <p>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.</p>
<b>PSED</b>	<p style="text-align: center;"><b>ELG: Self-Regulation</b></p> <p>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.</p>	<p style="text-align: center;"><b>ELG: Managing Self</b></p> <p>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.</p>	<p style="text-align: center;"><b>ELG: Building Relationships</b></p> <p>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.</p>
<b>PD</b>	<p style="text-align: center;"><b>ELG: Gross Motor Skills</b></p> <p>Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate</p>		<p style="text-align: center;"><b>ELG: Fine Motor Skills</b></p> <p>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; -</p>



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	strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	
<b>Lit</b>	<p><b>ELG: Comprehension</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>ELG: Word Reading</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>ELG: Writing</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Math</b>	<p><b>ELG: Number</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <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> <li>- 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.</li> </ul>	<p><b>ELG: Numerical Patterns</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<b>UTW</b>	<p><b>ELG: Past and Present</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>ELG: People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	<p><b>ELG: The Natural World</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>EA&amp;D</b>	<p><b>ELG: Creating with Materials</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,</li> </ul>	<p><b>ELG: Being Imaginative and Expressive</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of</li> </ul>	



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	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.	well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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