

# EYFS Development Matters (Reception) and ELG Goals: Prime Areas

Communication and Language	Personal, Social and Emotional Development	Physical Development
1. Understand how to listen carefully and why listening is important.	1. See themselves as a valuable individual.	1. Revise and refine the fundamental movement skills they have already acquired: (rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
2. Learn new vocabulary	2. Build constructive and respectful relationships.	2. Progress towards a more fluent style of moving, with developing control and grace.
3. Use new vocabulary through the day	3. Express their feelings and consider the feelings of others.	3. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education.
4. Ask questions to find out more and to check they understand what has been said to them.	4. Show resilience and perseverance in the face of challenge.	4. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Pencils, paintbrushes, scissors, knives, forks and spoons)
5. Articulate their ideas and thoughts in well formed sentences.	5. Identify and moderate their own feelings socially and emotionally.	5. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
6. Connect one idea or action using a range of connectives.	6. Think about the perspective of others.	6. Combine different movements with ease and fluency.
7. Describe events in some detail.	7. Manage their own needs.	7. Confidently and safely use a range of small apparatus indoors and outdoors, alone and in a group.
8. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	8. Know an about the different factors that support their overall health and wellbeing:	8. Develop overall body-strength, balance, co-ordination and agility
9. Develop social phrases	<ul style="list-style-type: none"> <li>• sensible amounts of screen time</li> <li>• Healthy eating</li> <li>• Teeth brushing</li> <li>• Being a safe pedestrian</li> <li>• Regular physical activity</li> </ul>	9. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
10. Engage in story times	<b>ELG: Self-Regulation</b>	10. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
11. Listen to and talk about stories to build familiarity and understanding.	-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	11. Develop the foundations of a handwriting style which is fast, accurate and efficient.
12. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	12. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
13 Use new vocabulary in different contexts.	-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.	<b>ELG: Gross Moto Skills</b>
14. Listen carefully to rhymes and songs, paying attention to how they sound.	<b>ELG: Managing Self</b>	-Negotiate space and obstacles, safely, with consideration for themselves and others
15. Learn rhymes, poems and songs.	-Be confident to try new activities and show independence, resilience and preservice in the face of challenge	-Demonstrate strength, balance and coordination when playing
16. Engage in non-fiction books.	-Explain the reasons for rules, know right from wrong and try to behave accordingly	-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
17. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<b>ELG: Fine Motor Skills</b>
<b>ELG: Listening, Attention and Understanding</b>	<b>ELG: Building Relationships</b>	-Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all case
-Listen attentively and respond to what they hear with relevant question, comments and actions when being read to and during whole class discussions and small group interactions	- Work and play cooperatively and take turns with others	-Use a range of small tools, including scissors, paint brushes and cutlery
-Make comments about what they have heard and ask questions to clarify their understanding	-Form positive attachments to adults and friendships with peers	-Begin to show accuracy when drawing
-Hold conversation when engaged in back-and-forth exchanges with their teachers and peers	- Show sensitivity to their own and to others' needs	
<b>ELG: Speaking</b>		
-Participate in small group, class and on-to-one discussions, offering their own ideas		
-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poem 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.		

# EYFS Development Matters (Reception) and ELG Goals: Specific Areas

Literacy	Mathematics	Understanding the world <sup>1</sup> .	Expressive Arts and Design
<ol style="list-style-type: none"> <li>1. Read individual letters by saying the sounds for them</li> <li>2. Blend sounds into words, so that they can read short words made up of known letter—sound correspondents.</li> <li>3. Read some letter groups that each represent one sound and say sounds for them (digraphs and trigraphs)</li> <li>4. Read a few common exception words matched to the schools phonics programme.</li> <li>5. Read simple sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>6. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>7. Form lower case and capital letters correctly.</li> <li>8. Spell words by identifying the sounds and then writing the sounds with letter/s.</li> <li>9. Write short sentences with words known to sound-letter correspondences using a capital letter and full stop.</li> <li>10. Re-read what they have written to check that it makes sense.</li> </ol>	<ol style="list-style-type: none"> <li>1. Count objects, actions and sounds</li> <li>2. Subitise</li> <li>3. Link the number numeral with its cardinal number value.</li> <li>4. Count beyond 10</li> <li>5. Compare numbers</li> <li>6. Understand the 'one more than/less than' relationship between consecutive numbers.</li> <li>7. Explore the composition of numbers to 10.</li> <li>8. Automatically recall number bonds for numbers 0-10</li> <li>9. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>10. Compose and decompose shapes so that children recognise a shape can have shapes <i>within</i> it, just as numbers can.</li> <li>11. Continue, copy and create repeating patterns.</li> <li>12. Compare length, weight and capacity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about members of their immediate family and community.</li> <li>2. Name and describe people who are familiar to them.</li> <li>3. Comment on images of familiar situations in the past</li> <li>4. Compare and contrast characters from stories, including figures from the past.</li> <li>5. Draw information from a simple map.</li> <li>6. Understand that some places are special to members of their community.</li> <li>7. Recognise that people have different beliefs and celebrate at different times in different ways.</li> <li>8. Recognise some similarities and differences between life in this country and life in other countries.</li> <li>9. Explore the natural world around them.</li> <li>10. Discuss what they see, hear and feel whilst outside.</li> <li>11. Recognise some environments that are different to the one in which they live.</li> <li>12. Understand the effect of changing seasons on the natural world around them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>3. Create collaboratively, sharing ideas, resources and skills.</li> <li>4. Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>5. Watch and talk about dance and performance art, expressing their feelings and responses,</li> <li>6. Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>7. Develop storylines in their pretend play.</li> <li>8. Explore and engage in music making and dance, performing solo or in groups.</li> </ol>
<p><b>ELG: Comprehension</b></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> <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> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are formed correctly formed</li> <li>-Spell words by identifying sounds in them and representing the sounds with letter/s</li> <li>-Write simple phrases and sentences that can be read by others</li> </ul>	<p><b>ELG: Number</b></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 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> <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 with numbers up to 10, including evens and odds, double facts and quantities can be distributed equally.</li> </ul>	<p><b>ELG: Past and Present</b></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> <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 communicates 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 maps</li> </ul> <p><b>ELG: The Natural World</b></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 seasons and changing states of matter.</li> </ul>	<p><b>ELG: Creative with Materials</b></p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, forma and function</li> <li>-Share their creations, explaining the process they have used</li> <li>-Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teachers</li> <li>-Sing a range of well-known nursery rhymes and song; perform songs, rhymes, poems and stories with others, and—when appropriate—try to move in time with music.</li> </ul>



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