

## Early Years Foundation Stage: Development Matters – Children

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>. Understand how to listen carefully and why listening is important</li> <li>. Learn new vocabulary.</li> <li>. Use new vocabulary through the day.</li> <li>. Ask questions to find out more and to check they understand what has been said to them.</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.</li> <li>. Describe events in some detail.</li> <li>. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>. Develop social phrases.</li> <li>. Engage in storytimes.</li> <li>. Listen to and talk about stories to build familiarity and understanding.</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 new vocabulary in different contexts.</li> <li>. Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>. Learn rhymes, poems and songs.</li> <li>. Engage in non-fiction books.</li> <li>. Listen to and talk about selected non-fiction to develop a deep familiarity</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired:                             <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul> </li> <li>. Progress towards a more fluent style of moving, with developing control and grace.</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, forks and spoons.</li> <li>. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>. Combine different movements with ease and fluency.</li> <li>. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>. Develop overall body-strength, balance, co-ordination and agility.</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> <li>. Develop the foundations of a handwriting style which is fast,</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>	<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>	<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>	<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>

with new knowledge and vocabulary.		accurate and efficient. . Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian . Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene				
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