

EYFS Long Term Plan – Overview of Tasks (Subject to Change) – Cycle 1

Final half term dependent upon cohort, outcomes and needs of children

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
All About Me	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Following new school & class rules. Circle time games to develop new friendships.	Soft play. Awareness of rules for outdoor play/PE. Talk about different healthy foods and importance of keeping fit.	Talk about their likes & dislikes. Talk about their family and new environment.	Write own name. Letter sound recognition. Phonic games.	Counting number of objects to 20. 2d shapes. Tally charts & pictogram.	Our senses Talk about our new environment and belonging to a new community – Team Tranmere	Draw/paint pictures of ourselves and family using different media. Music Express – Our Senses - Timbre
Celebrations	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Discuss own experiences about celebrating birthdays/Christmas/ Divali. Work co-operatively in provision areas taking turn and sharing. Following class rules.	PE - Ball Skills – throwing catching. Dance –Bonfire/ Divali/Christmas. Talk about different health foods and importance of keeping fit. Use large construction to build bonfires/rockets.	Act out different stories related to festivals - Christmas Nativity. Talk about different celebrations children have experienced.	Reading & act out traditional stories related to festivals – Rama & Sita Instructions writing Sequencing & retelling stories.	Money Recognising numbers 1- 20. Counting number of objects to 20. Addition. 1 more/1 fewer. Writing numbers to 20 Patterns	Talk about different festivals related to Christianity /Hinduism/Judaism	Create clay diva lamps Design Divali cards/rangoli patterns Design Christmas presents/Christmas cards/wrapping paper. Singing songs related to bonfire night/Christmas Music Express- Special people – Beat & Tempo
Up and Away	SEAL/P4C 'Fly By Night'. Discuss the feelings in the story and children make own versions. Work co-operatively in provision areas taking turns and sharing, whilst listening and following other people's ideas.	PE – Gymnastics. Practise a variety of jumps - wide, straight, curved, high jumps. Mime the action of a kites floating in the breeze. Parachute games such as 'flip the kipper', rolling large & small balls. Use large outdoor construction equipment to build aeroplanes/helicopters.	Talk about children's own experiences of flying kites, travelling on an aeroplane.	Instruction writing- how to make a kite. Read stories related to flying – Granddad's balloon.	Make repeating patterns using kite shapes. Use bubbles to make shapes using different size blowers. 3d shapes. Recognising numbers 1- 20. Addition/Subtraction. 1 more/1 fewer. Writing numbers to 20	Find out about kite flying in other countries, and the roles kites play in these. Talk about how bubbles are created and their colours. Use different types of paper to make paper aeroplanes and discuss which will fly and why?	Design a kite. Bubble painting. Paint different colour seen in bubbles using a rainbow effect. Create and design a hot air balloon from papier mâché. Sing songs related to flying and pick out beat/rhythm using percussion Instruments.. Talk about high notes and low notes
Changes	SEAL/P4C Work co-operatively in provision areas taking turns and sharing, whilst listening and following other people's ideas. Talk about feelings and what makes them feel different emotions and why they change.	PE – Dance & Movement. Talk about physical changes when been active in PE. Create different shapes using our bodies.	Talk about how we have changed and talk about what we could do when we started school to present day. Acting out weather reports using appropriate language.	Write observational journal/dairy. Re-tell story – Jaspers Bean stalk. Report writing – the weather.	Addition/Subtraction. Problem Solving. Length – Longer/Shorter Time - daily routines. Money. Capacity- observing different sized containers and estimating how many cups full of water they hold.	Talk about changes they observe in plants and other objects-making jelly, ice cubes, growing carrot tops/ress/beans. Explore changes made in water and sand. Talk about differences between babies/children & adults.	Paint different pictures of the weather. Draw life cycle of different animals. Observational drawings. Changing emotional faces. Colour mixing. Sing songs and talk about dynamics (loud and soft), pitch (high/ low, tempo (fast/slow). Music Express Growth & Change – Loud & Quiet
Animals	SEAL/P4C Work co-operatively in provision areas taking turns with others and take account of ideas and organise their own activities.	PE – Games – Bat & Ball skills. Bear Hunt dance Talk about physical changes when been active in PE. races. Move like animals.	Listening animals games. Talk about where different animals come from and locate on maps.	Instruction writing. Animal poems. Read animal tales and fables.	Sort animals in size. Patterns. Noah's Ark – counting in 2's. Weight - Heavier/Lighter. Problem solving.	Talk about different habitats and which animals might live there. Find places on the world map. Talk about endangered animals WWF organisation.	Animal masks. Create a jungle and act out stories. Paint animals and represent patterns.

Topic tasks and provision areas are adapted and guided depending on children's interests.

EYFS Long Term Plan – Overview of Development Matters Bands – Cycle 1

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design	
All About Me	<p>All elements of PSED strands from: 30-50 months band 40 – 60 months band ELG</p>	<p>All elements of Physical Development strands from: 30-50 months band 40 – 60 months band ELG</p>	<p>All elements of Communication and language strands from: 30-50 months band 40 – 60 months band ELG</p>	<p>Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and phrases in rhymes and stories. 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 principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising 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. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links 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 and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and phrases in rhymes and stories. 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 principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising 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. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links 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 and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Uses some number names and number 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. Recognise some numerals of personal significance. Recognises numerals 1 to 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. 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, e.g. 'round' and 'tall'. 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' or 'next to'.</p>	<p>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, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 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. Looks closely at similarities, differences, patterns and change. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>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 colour 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 spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Explores the different sounds of instruments. Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources. 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, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>

Celebrations

All elements of PSED strands from:
 30-50 months band
 40 – 60 months band
 ELG

All elements of Physical Development strands from:
 30-50 months band
 40 – 60 months band
 ELG

All elements of Communication and language strands from:
 30-50 months band
 40 – 60 months band
 ELG

Enjoys rhyming and rhythmic activities.
 Shows awareness of rhyme and alliteration.
 Recognises rhythm in spoken words.
 Listens to and joins in with stories and poems, one-to-one and also in small groups.
 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 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 principal characters.
 Shows interest in illustrations and print in books and print in the environment.
 Recognises familiar words and signs such as own name and advertising 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.
 Knows that print carries meaning and, in English, is read from left to right and top to bottom.
 Continues a rhyming string.
 Hears and says the initial sound 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 vocabulary and forms of speech that are increasingly influenced by their experiences of books.
 Enjoys an increasing range of books.
 Knows that information can be retrieved from books and computers.
 Sometimes gives meaning to marks as they draw and paint.
 Ascribes meanings to marks that they see in different places.
 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 sound in words.
 Can segment the sounds in simple words and blend them together.
 Links 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 and other things such as labels, captions.
 Attempts to write short sentences in meaningful contexts.

Uses some number names and number 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.
 Recognise some numerals of personal significance.
 Recognises numerals 1 to 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 ten objects.
 Estimates how many objects they can see and checks by counting them.
 Says the number that is one more than a given number.
 Finds one more or one less from a group of up to five objects, then ten objects.
 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, e.g. 'round' and 'tall'.
 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' or 'next to'.
 Uses familiar objects and common shapes to create and recreate patterns and build models.
 Orders and sequences familiar events.
 Measures short periods of time in simple ways.

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, and can talk about some of the similarities and differences in relation to friends or family.
 Enjoys joining in with family customs and routines.
 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 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.
 Looks closely at similarities, differences, patterns and change.
 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
 Knows that information can be retrieved from computers.
 Completes a simple program on a computer.
 Uses ICT hardware to interact with age-appropriate computer software.

Shows interest 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 colour 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 spaces.
 Joins construction pieces together to build and balance.
 Realises tools can be used for a purpose.
 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.
 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.
 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, e.g. farm animals needing rescue from an armchair 'cliff'.
 Uses available resources to create props to support role-play.
 Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.
 Create 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.
 Chooses 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 cooperatively as part of a group to develop and act out a narrative.

Up and Away

All elements of PSED strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Physical Development strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Communication and language strands from:
30-50 months band
40 – 60 months band
ELG

Recognises rhythm in spoken words.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
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 principal characters.
Shows interest in illustrations and print in books and print in the environment.
Recognises familiar words and signs such as own name and advertising 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.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Sometimes matches numeral and quantity correctly.
Compares two groups of objects, saying when they have the same number.
Recognises numerals 1 to 5.
Counts up to three or four objects by saying one number.
Counts actions or objects which name for each item.
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 ten 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 or 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.
Children count reliably with numbers from one to 20, place them in order and 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.
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' or 'next to'.
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 periods of time in simple ways.
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.

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, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
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.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour 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 spaces.
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.
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Makes up rhythms.
Notifies 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, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.
Create 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.
Chooses 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 cooperatively as part of a group to develop and act out a narrative.
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 and stories.

Changes

All elements of PSED strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Physical Development strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Communication and language strands from:
30-50 months band
40 – 60 months band
ELG

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Recognises numerals 1 to 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 ten 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 or 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.
Children count reliably with numbers from one to 20, place them in order and 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.
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' or 'next to'.
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 periods of time in simple ways.
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.

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, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
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.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour and how colours can be changed.
Beginning to be interested in and describe the texture of things.
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.
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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.
Notifies 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, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.
Create 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.
Chooses 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 cooperatively as part of a group to develop and act out a narrative.
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 and stories.

Animals

All elements of PSED strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Physical Development strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Communication and language strands from:
30-50 months band
40 – 60 months band
ELG

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Recognises numerals 1 to 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 ten 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 or 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.
Children count reliably with numbers from one to 20, place them in order and 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.
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' or 'next to'.
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 periods of time in simple ways.
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.

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, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
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.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour and how colours can be changed.
Beginning to be interested in and describe the texture of things.
Realises tools can be used for a purpose.
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.
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Create 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.
Chooses 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 cooperatively as part of a group to develop and act out a narrative.
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 and stories.

Topic tasks and provision areas are adapted and guided depending on children's interests.

EYFS Long Term Plan – Overview of Tasks (Subject to Change) – Cycle 2

Final half term dependent upon cohort, outcomes and needs of children

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
Ourselves	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Following new school & class rules. Circle time games to develop new friendships.	Soft play. Awareness of rules for outdoor play/PE. Talk about different healthy foods and importance of keeping fit.	Talk about their likes & dislikes. Talk about their family and new environment.	Write own name. Letter sound recognition. Phonic games.	Counting number of objects to 20. 2d shapes. Tally charts & pictogram.	Our senses Talk about our new environment and belonging to a new community – Team Tranmere	Draw/paint pictures of ourselves and family using different media. Music Express – Our Senses - Timbre
Celebrations	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Discuss own experiences about celebrating birthdays/Christmas/ Divali. Following class rules.	PE - Ball Skills – throwing catching. Dance –Bonfire/ Divali/Christmas. Talk about different health foods and importance of keeping fit. Use large construction to build bonfires/rockets.	Act out different stories related to festivals - Christmas Nativity. Talk about different celebrations children have experienced.	Reading & act out traditional stories related to festivals – Rama & Sita Instructions writing Sequencing & retelling stories	Money Recognising numbers 1- 20. Counting number of objects to 20. Addition. 1 more/1 fewer. Writing numbers to 20 Patterns	Talk about different festivals related to Christianity /Hinduism/Judaism	Create clay diva lamps Design Divali cards/rangoli patterns Design Christmas presents/Christmas cards/wrapping paper. Singing songs related to bonfire night/Christmas Music Express- Special people – Beat & Tempo
Let's Pretend	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Telling stories and developing story language / using a narrative in their play. Adding to their vocabulary. Using talk to sequence ideas. Answering and asking questions. Discussing similarities and differences between themselves and their friends.	Pretending to move like various objects and creatures. Building and construction. Writing character descriptions. How to stay safe in story scenarios (e.g. stranger danger). Writing captions for pictures. Writing a story / labels. Writing instructions for a route to take in a story.	Discuss stories, characters and settings. Give their viewpoint on stories, character actions and settings. Retell a story or an event in the correct order. Sharing and solving problems together. Building vocabulary.	Writing character descriptions. Writing captions for pictures. Writing a story / labels. Writing instructions for a route to take in a story. Reading stories, captions and labels. Reading CVC/CVCC words. Reading Phase 2 and 3 sounds. Reading HFWs. Describing the events of a story in detail.	Counting objects correctly. Writing numbers correctly. Matching numeral to a set of objects. Addition and subtraction. Problem solving. Recording own mathematical reasoning. Comparing length, height, capacity and mass. Building and drawing with shapes. Naming and describing properties of 2D and 3D shapes.	Understanding the jobs of different people in stories. Discussing how families and communities are similar or different. Using technology to write / draw scenes or characters from stories. Caring for the outdoor environment in all aspects of play.	Acting out stories and scenes. Using props to support role play. Using character voices and introducing a narrative in their play. Using musical instruments to tap out repeated rhythms. Moving rhythmically. Exploring how sounds can be changed. Painting or making models of scenes / characters / props for stories.
Food and Growing Plants	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Adding to their vocabulary. Using talk to sequence ideas. Answering and asking questions. Discussing similarities and differences between themselves and their friends.	Planting seeds. Writing captions and instructions for planting seeds. How to stay safe when gardening. Knowing how to stay healthy with regards to food and exercise. Digging / scraping / pushing / pulling skills. Tweezers to sort seeds.	Discuss stories, characters and settings. Give their viewpoint on stories, character actions and settings. Retell a story or an event in the correct order. Sharing and solving problems together. Building vocabulary.	Writing a growing diary Writing instructions Writing labels, captions and tags for plants Writing diagrams and labels for comparing and contrasting foods Reading and acting out stories related to growing plants (e.g. Jasper's beanstalk).	Measuring plants and differences in growth. Comparing and contrasting amounts / sizes / weight and capacity. Adding amounts of food together. Following recipes using the numbers and also doubling or halving ingredients. Using shapes to draw diagrams and images.	Understanding growing and flower life cycles. Understand what plants need to grow well. Noting similarities and differences between nature and environment. Understand what it means to be healthy and safe. Understanding the jobs of people in our community. Using technology for a purpose.	Use nature in art. Creating collages. Growing songs and dances. Food songs. Exploring musical instruments. Exploring colours.
Treasure, Sand and Water	SEAL/P4C Work co-operatively in provision areas taking turns and sharing. Adding to their vocabulary. Using talk to sequence ideas. Answering and asking questions. Discussing similarities and differences in the world.	Writing captions and instructions for treasure maps and stories. How to stay safe when near the seaside / water. Knowing how to stay healthy with regards to exercise. Building sandcastles. Fine motor tasks in water.	Discuss stories, characters and settings. Give their viewpoint on stories, character actions and settings. Retell a story or an event in the correct order. Sharing and solving problems together. Building vocabulary.	Writing clues and directions for treasure hunts. Writing and using language of position and direction. Writing letters for messages in a bottle. Writing stories related to pirates and treasure. Writing results of experiments.	Positional language and using shapes to draw maps. Adding amounts of treasure together and coins. Money work for treasure activities. Problem solving for clues. Adding and subtracting.	Noting similarities and differences between nature and environment. Understand what it means to be healthy and safe. Noting differences between solid and liquid. Understanding the jobs of people in our community. Using technology for a purpose.	Use nature in art. Creating collages. Pirate and holiday songs. Exploring musical instruments. Exploring colours. Exploring textures.

Topic tasks and provision areas are adapted and guided depending on children's interests.

EYFS Long Term Plan – Overview of Development Matters Bands – Cycle 2

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design	
Ourselves	<p>All elements of PSED strands from: 30-50 months band 40 – 60 months band ELG</p>	<p>All elements of Physical Development strands from: 30-50 months band 40 – 60 months band ELG</p>	<p>All elements of Communication and language strands from: 30-50 months band 40 – 60 months band ELG</p>	<p>Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and phrases in rhymes and stories. 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 principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising 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. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links 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 and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and phrases in rhymes and stories. 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 principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising 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. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links 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 and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p>Uses some number names and number 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. Recognise some numerals of personal significance. Recognises numerals 1 to 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. 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, e.g. 'round' and 'tall'. 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' or 'next to'.</p>	<p>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, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 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. Looks closely at similarities, differences, patterns and change. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>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 colour 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 spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Explores the different sounds of instruments. Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources. 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, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>

Celebrations

All elements of PSED strands from:
 30-50 months band
 40 – 60 months band
 ELG

All elements of Physical Development strands from:
 30-50 months band
 40 – 60 months band
 ELG

All elements of Communication and language strands from:
 30-50 months band
 40 – 60 months band
 ELG

Enjoys rhyming and rhythmic activities.
 Shows awareness of rhyme and alliteration.
 Recognises rhythm in spoken words.
 Listens to and joins in with stories and poems, one-to-one and also in small groups.
 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 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 principal characters.
 Shows interest in illustrations and print in books and print in the environment.
 Recognises familiar words and signs such as own name and advertising 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.
 Knows that print carries meaning and, in English, is read from left to right and top to bottom.
 Continues a rhyming string.
 Hears and says the initial sound 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 vocabulary and forms of speech that are increasingly influenced by their experiences of books.
 Enjoys an increasing range of books.
 Knows that information can be retrieved from books and computers.
 Sometimes gives meaning to marks as they draw and paint.
 Ascribes meanings to marks that they see in different places.
 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 sound in words.
 Can segment the sounds in simple words and blend them together.
 Links 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 and other things such as labels, captions.
 Attempts to write short sentences in meaningful contexts.

Uses some number names and number 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.
 Recognise some numerals of personal significance.
 Recognises numerals 1 to 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 ten objects.
 Estimates how many objects they can see and checks by counting them.
 Says the number that is one more than a given number.
 Finds one more or one less from a group of up to five objects, then ten objects.
 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, e.g. 'round' and 'tall'.
 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' or 'next to'.
 Uses familiar objects and common shapes to create and recreate patterns and build models.
 Orders and sequences familiar events.
 Measures short periods of time in simple ways.

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, and can talk about some of the similarities and differences in relation to friends or family.
 Enjoys joining in with family customs and routines.
 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 Can talk about some of the things they have observed such as plants, animals, natural and found objects.
 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.
 Looks closely at similarities, differences, patterns and change.
 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
 Knows that information can be retrieved from computers.
 Completes a simple program on a computer.
 Uses ICT hardware to interact with age-appropriate computer software.

Shows interest in 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 colour 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 spaces.
 Joins construction pieces together to build and balance.
 Realises tools can be used for a purpose.
 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.
 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.
 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, e.g. farm animals needing rescue from an armchair 'cliff'.
 Uses available resources to create props to support role-play.
 Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.
 Create 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.
 Chooses 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 cooperatively as part of a group to develop and act out a narrative.

Let's Pretend

All elements of PSED strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Physical Development strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Communication and language strands from:
30-50 months band
40 – 60 months band
ELG

Recognises rhythm in spoken words.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
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 principal characters.
Shows interest in illustrations and print in books and print in the environment.
Recognises familiar words and signs such as own name and advertising 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.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Sometimes matches numeral and quantity correctly.
Compares two groups of objects, saying when they have the same number.
Recognises numerals 1 to 5.
Counts up to three or four objects by saying one number.
Counts actions or objects which name for each item.
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 ten 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 or 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.
Children count reliably with numbers from one to 20, place them in order and 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.
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' or 'next to'.
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 periods of time in simple ways.
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.

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, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
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.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour 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 spaces.
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.
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Makes up rhythms.
Notifies 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, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.
Create 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.
Chooses 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 cooperatively as part of a group to develop and act out a narrative.
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 and stories.

Food and Growing Plants

All elements of PSED strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Physical Development strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Communication and language strands from:
30-50 months band
40 – 60 months band
ELG

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Recognises numerals 1 to 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 ten 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 or 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.
Children count reliably with numbers from one to 20, place them in order and 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.
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' or 'next to'.
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 periods of time in simple ways.
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.

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, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
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.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour and how colours can be changed.
Beginning to be interested in and describe the texture of things.
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.
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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.
Notifies 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, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responds with a range of media, such as music, dance and paint and other materials or words.
Create 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.
Chooses 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 cooperatively as part of a group to develop and act out a narrative.
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 and stories.

Treasure, Sand and Water

All elements of PSED strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Physical Development strands from:
30-50 months band
40 – 60 months band
ELG

All elements of Communication and language strands from:
30-50 months band
40 – 60 months band
ELG

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Continues a rhyming string.
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.
Knows that information can be retrieved from books and computers.
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links 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 and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.
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 spelled correctly and others are phonetically plausible.

Recognises numerals 1 to 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 ten 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 or 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.
Children count reliably with numbers from one to 20, place them in order and 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.
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' or 'next to'.
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 periods of time in simple ways.
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.

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, and can talk about some of the similarities and differences in relation to friends or family.
Enjoys joining in with family customs and routines.
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.
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Can talk about some of the things they have observed such as plants, animals, natural and found objects.
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.
Looks closely at similarities, differences, patterns and change.
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.
Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
Knows that information can be retrieved from computers.
Completes a simple program on a computer.
Uses ICT hardware to interact with age-appropriate computer software.
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Taps out simple repeated rhythms.
Explores and learns how sounds can be changed.
Explores colour and how colours can be changed.
Beginning to be interested in and describe the texture of things.
Realises tools can be used for a purpose.
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.
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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, e.g. farm animals needing rescue from an armchair 'cliff'.
Uses available resources to create props to support role-play.
Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
Create 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.
Chooses 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 cooperatively as part of a group to develop and act out a narrative.
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 and stories.

Topic tasks and provision areas are adapted and guided depending on children's interests.

Overall Coverage of Development Matters Bands – Cycle 1

Pink are those objectives covered in all half terms. Light blue are those objectives in one or more half terms, but not all.

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
30 - 50 month objectives	<p>Making Relationships</p> <ul style="list-style-type: none"> Can play in a group extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>. 	<p>Reading</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 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 principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising 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. Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p>Numbers</p> <ul style="list-style-type: none"> Uses some number names and number 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. <p>Shape, Space and Measure</p> <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, e.g. <i>'round and tall</i>. 	<p>People and Communities</p> <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, and can talk about some of the similarities and differences in relation to friends or family. <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers <p>The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 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. 	<p>Exploring and Using Media and Materials</p> <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 colour 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 spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. <p>Being Imaginative</p> <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, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
40 - 60 month objectives	<p>Making Relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<p>Reading</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound 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 vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Writing</p> <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 sound in words. Can segment the sounds in simple words and blend them together. Links 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 and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<p>Numbers</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 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 ten 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 or 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. <p>Shape, Space and Measure</p> <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' or 'next to'. 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 periods of time in simple ways. 	<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <p>Being Imaginative</p> <ul style="list-style-type: none"> Create 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. Chooses 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 cooperatively as part of a group to develop and act out a narrative.

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
ELG objectives	<p>Making Relationships Children play co-operatively, 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, and form positive relationships with adults and other children.</p> <p>Self-Confidence and Self-Awareness 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.</p> <p>Managing Feelings and Behaviour 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.</p>	<p>Moving and Handling Children show good control and co-ordination 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.</p> <p>Health and Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and 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.</p>	<p>Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and 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.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing 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.</p>	<p>Numbers Children count reliably with numbers from one to 20, place them in order and 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.</p> <p>Shape, Space and Measure 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.</p>	<p>People and Communities 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.</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.</p>	<p>Exploring and Using Media and Materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative 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 and stories.</p>

Overall Coverage of Development Matters Bands – Cycle 2

Pink are those objectives covered in all half terms. Light blue are those objectives in one or more half terms, but not all.

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
30 - 50 month objectives	<p>Making Relationships</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Carries responsibility of enjoying small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding</p> <ul style="list-style-type: none"> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. <p>Speaking</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. "This box is my castle." 	<p>Reading</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 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 principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising 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. Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p>Numbers</p> <ul style="list-style-type: none"> Uses some number names and number 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 numerical 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. <p>Shape, Space and Measure</p> <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. Shapes to talk about the shapes of everyday objects, e.g. 'round' and 'tail'. 	<p>People and Communities</p> <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, and can talk about some of the similarities and differences in relation to friends or family. <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers <p>The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 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. 	<p>Exploring and Using Media and Materials</p> <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 colour 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 spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. <p>Being Imaginative</p> <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, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
40 - 60 month objectives	<p>Making Relationships</p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Self-Confidence and Self-Awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<p>Reading</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound 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 vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Writing</p> <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 sound in words. Can segment the sounds in simple words and blend them together. Links 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 and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<p>Numbers</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 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 ten 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 or 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. <p>Shape, Space and Measure</p> <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' or 'next to'. 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 periods of time in simple ways. 	<p>People and Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>Technology</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative</p> <ul style="list-style-type: none"> 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. Create 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. Chooses 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 cooperatively as part of a group to develop and act out a narrative.

	Personal Social & Emotional Development	Physical Development	Communication & Language	Literacy	Mathematical Development	Understanding the World	Expressive Arts & Design
ELG objectives	<p>Making Relationships Children play co-operatively, 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, and form positive relationships with adults and other children.</p> <p>Self-Confidence and Self-Awareness 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.</p> <p>Managing Feelings and Behaviour 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.</p>	<p>Moving and Handling Children show good control and co-ordination 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.</p> <p>Health and Self-Care Children know the importance for good health of physical exercise, and a healthy diet, and 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.</p>	<p>Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and 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.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing 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.</p>	<p>Numbers Children count reliably with numbers from one to 20, place them in order and 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.</p> <p>Shape, Space and Measure 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.</p>	<p>People and Communities 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.</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the 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.</p>	<p>Exploring and Using Media and Materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative 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 and stories.</p>