EYFS ASSESSMENT 2021

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| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| **Pre-Nursery** | **Nursery Emerging** | **Nursery Expected** | **Reception Emerging** | **Reception Expected** |

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| Prime Areas of Learning and Development | | | | |
| **Physical Development** | | | | |
| **Gross Motor Skills** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Develops security in walking upright using feet alternately and can also run short distances. | Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with objects on the ground, and rises to feet without using hands. | Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. | Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. | Negotiate space and obstacles safely, with consideration for themselves and others. |
| Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time. | Sits comfortably on a chair with both feet on the ground. | Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. | Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. | Demonstrate strength, balance and coordination when playing. |
| Changes position from standing to squatting and sitting with little effort. | Runs safely on the whole foot. | Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. | Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. | Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions. | Moves in response to music, or rhythms played on instruments such as drums or shakers. | Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. | Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. |  |
| Shows interest, dances and sings to music rhymes and songs, imitating movements of others. | Jumps up into the air with both feet leaving the floor and can jump forward a small distance. | Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. | Travels with confidence and skill around, under, over and through balancing and climbing equipment. |  |
| Can walk considerable distance with purpose, stopping, starting and changing direction. | Begins to walk, run and climb on different levels and surfaces. |  |  |  |
|  | Begins to understand and choose different ways of moving. |  |  |  |
|  | Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. |  |  |  |
|  | Climbs up and down stairs by placing both feet on each step while holding a handrail for support. |  |  |  |
|  | Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. |  |  |  |
|  | Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. |  |  |  |

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| Prime Areas of Learning and Development | | | | |
| **Physical Development** | | | | |
| **Fine Motor Skills** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand. | May be beginning to show preference for dominant hand and/or leg/foot. | Creates lines and circles pivoting from the shoulder and elbow. | Uses simple tools to effect changes to materials. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. |
| Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other. | Turn pages in a book, sometimes several at once. | Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons. | Handles tools, objects, construction and malleable materials safely and with increasing control and intention. | Use a range of small tools, including scissors, paintbrushes and cutlery. |
| When holding crayons, chalks etc, makes connections between their movement and the marks they make. | Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. | Use one-handed tools and equipment, for example, making snips in paper with scissors. | Shows a preference for a dominant hand. | Begin to show accuracy and care when drawing. |
| Uses gesture and body language to convey needs and interests and to support emerging verbal language use. | Holds mark-making tools with your thumb and all fingers. | Use a comfortable grip with good control when holding pens and pencils. | Begins to use anticlockwise movement and retrace vertical lines. |  |
|  | Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | Show a preference for a dominant hand. | Begins to form recognisable letters independently. |  |
|  |  |  | Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. |  |

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| Prime Areas of Learning and Development | | | | |
| **Communication and Language** | | | | |
| **Listening, Attention and Understanding** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. | Listens with interest to the noises adults make when they read stories. | Listens to others in one-to-one or small groups, when conversation interests them. | Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. |
| Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. | Recognises and responds to familiar sounds. | Listens to familiar stories with increasing attention and recall. | May indicate two-channelled attention; can both listen and do for short span. | Make comments about what they have heard and ask questions to clarify their understanding. |
| Pays attention to own choice of activity, may move quickly from activity to activity. | Shows interest in play with sounds, songs and rhymes. | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. | Understands a range of complex sentence structures including negatives, plurals and tense markers | Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| Understands different  situations - able to follow routine events and activities using nonverbal cues. | Single channelled attention; can shift to a different task if attention fully obtained | Focusing attention – can still listen or do, but can change their own focus of attention | Beginningto understand humour, e.g. nonsense rhymes, jokes. |  |
| Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. | Identifies action words by following simple instructions, | Is able to follow directions (if not intently focused). | Able to follow a story without pictures or props. |  |
| Understands simple sentences (e.g. throw the ball). | Beginning•  to understand more complex sentences (put your toys away and sit on the carpet). | Understands  use of objects (e.g. Which one  do we cut with?). | Listens and responds to ideas expressed by others in conversation or discussion. |  |
|  | Understands  who, what, where in simple questions. | Shows understanding of prepositions by carrying out an action or selecting the correct picture. | Understand questions such as who; why; when; where and how. |  |
|  | Developing understanding of simple concepts (e.g. fast/slow, good/bad). | Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. |  |  |
|  |  | Beginning  to understand why and how questions  Prompt children’s thinking and discussion through involvement in their play. |  |  |

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| Prime Areas of Learning and Development | | | | |
| **Communication and Language** | | | | |
| **Speaking** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Copies familiar expressions, e.g. *Oh dear, All gone.* | Uses language to share feelings, experiences and thoughts. | Beginning to use more complex sentences to link thoughts (e.g. using and because) | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |
| Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot.* | Holds a conversation, jumping from topic to topic. | Able to use language in recalling past experiences. | Uses language to imagine and recreate roles and experiences in play situations. | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate |
| Beginning to put two words together (e.g. *Want ball, More juice).* | Learns new words very rapidly and is able to use them in communicating. | Can retell a simple past event in correct order (e.g. *went down slide, hurt finger.* | Links statements and sticks to a main theme or intention. | Express their ideas and feelings about their experiences  using full sentences, including use of past, present and  future tenses and making use of conjunctions, with  modelling and support from their teacher. |
| Beginning to ask simple questions | Uses a variety of questions (e.g. *what, where, who)* | Uses talk to explain what is happening and anticipate what might happen next | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. |  |
| Beginning to talk about people and things that are not present. | Uses longer sentences (e.g. *Mummy gonna work).* | Questions why things happen and gives explanations. Asks e.g. who, what, when, how. | Introduces a storyline or narrative into their play. |  |
| Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying *Want it.* | Beginning to use word endings (e.g. *going, cats*). | Beginning to use a range of tenses (e.g. play, playing, will play, played). |  |  |
|  |  | Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. |  |  |
|  |  | Uses intonation, rhythm and phrasing to make the meaning clear to others. |  |  |
|  |  | Talks more extensively about things 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. |  |  |

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| Prime Areas of Learning and Development | | | | |
| **Personal, Social and Emotional Development** | | | | |
| **Building Relationships** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations | Beginning to build relationships with special people but may show anxiety in the presence of strangers. Is developing clear and appropriate boundaries for familiar adults and strangers. | Seeks out companionship with adults and other children, sharing experiences and play ideas | Represents positive social interactions through their play.(solitary play and with peers). This can include sharing, turn taking and listening to others. | Work and play cooperatively and take turns with others. |
| Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy | Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult | Uses their experiences of adult behaviours to guide their social relationships and interactions | Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking. | Form positive attachments to adults and friendships with peers. |
| Enjoys playing alone and alongside others and is also interested in being together and playing with other children | Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it | Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it | Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours | Show sensitivity to their own and to others’ needs. |
| Will often watch, follow and imitate each other in their play and will experiment with influencing others, cooperating and beginning to lead with their own ideas. | Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like | Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers | Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support | Work and play cooperatively and take turns with others. |
| Asserts their own ideas and preferences and takes notice of other people’s responses | Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. | Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play. | Is able to articulate wants and needs and seek adults for emotional support and/or practical help. |  |
| Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration | Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest | Talk about their own and the feelings of others using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. |  |  |

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| Prime Areas of Learning and Development | | | | |
| **Personal, Social and Emotional Development** | | | | |
| **Managing Self** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes. | Knows their own name, their preferences and interests and is becoming aware of their unique abilities | Beginning to develop ideas about themselves according to messages of appreciation or criticism from others. | Recognises that they belong to different communities and social groups and communicates freely about own home and community | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. |
| Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs. | Is developing an understanding of and interest in differences of gender, ethnicity and ability | Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers | Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination | Explain the reasons for rules, know right from wrong and try to behave accordingly. |
| Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability. | Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions | Developing their sense of belonging, responsibility and membership of a community (in class, in school or in the wider community). | Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group | Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine. | Beginning to enjoy a sense of belonging and responsibility through being involved in daily tasks. | Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help | Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms |  |
| Beginning to communicate wants and needs (e.g. through gaze, pointing and talk). | Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves |  | Has a clear idea about what they want to do in their play and how they want to go about it |  |
|  | Is gradually learning that actions have consequences but not always the consequences the child hopes for |  | Shows confidence in choosing resources and perseverance in carrying out a chosen activity. |  |
|  |  |  | Developing resilience and perseverance in the face of challenge. |  |

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| Prime Areas of Learning and Development | | | | |
| **Personal, Social and Emotional Development** | | | | |
| **Self Regulation** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words | Beginning to think, talk about and manage their feelings. | Expresses and recognises a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, fear and self-doubt | Understands their own and other people’s feelings, offering empathy and comfort | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. |
| Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking | Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling | Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants | Talks about their own and others’ feelings and behaviour and its consequences | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate |
| Is aware of others’ feelings and is beginning to show empathy e.g. by offering a comfort object to another child or sharing in another child’s excitement | Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated | Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings | Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people | Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries | Seeks comfort from familiar adults when needed and distracts themselves with support if needed. | Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | Is more able to manage their feelings and tolerate situations in which their wishes cannot be met | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. |
| Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. | Responds to the feelings of others, showing concern and offering comfort |  | Seeks support, “emotional refuelling” and practical help in new or challenging situations. |  |
|  | May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions |  | Is aware of behavioural expectations and sensitive to ideas of justice and fairness |  |
|  | Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows |  | Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise |  |

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| Specific Areas of Learning and Development | | | | |
| **Literacy** | | | | |
| **Comprehension** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Is interested in and anticipates books and rhymes and may have favourites | Has some favourite stories, rhymes, songs, poems or jingles and is able to sing some of them. | Listens to and joins in with stories and poems, when reading one-to-one and in small groups | Enjoys an increasing range of print and digital books, both fiction and non-fiction | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary |
| Begins to join in with actions and sounds in familiar song and book sharing experience | Repeats and uses actions, words or phrases from familiar stories and rhymes. | Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading | Anticipate – where appropriate – key events in stories |
|  | Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a … Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps | Begins to be aware of the way stories are structured, and to tell own stories | Describes main story settings, events and principal characters in increasing detail | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play |
|  | Pay attention and respond to the pictures or the words. | Talks about events and principal characters in stories and suggests how the story might end | Re-enacts and reinvents stories they have heard in their play |  |
|  |  | Shows interest in illustrations and words in print and digital books and words in the environment | Knows that information can be retrieved from books, computers and mobile digital devices |  |
|  |  | Looks at and enjoys print and digital books independently | Is able to recall and discuss stories or information that has been read to them, or they have read themselves |  |
|  |  | Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) |  |  |
|  |  | Handles books and touch screen technology carefully and the correct way up with growing competence |  |  |
|  |  | Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps |  |  |
|  |  | Engage in extended conversations about stories, learning new vocabulary. |  |  |

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| Specific Areas of Learning and Development | | | | |
| **Literacy** | | | | |
| **Word Reading** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
|  | Starts to distinguish between different sounds in the environment. | Recognises familiar words and signs such as own name, advertising logos and screen icons | Continues a rhyming string and identifies alliteration | Say a sound for each letter in the alphabet and at least 10 digraphs |
|  | Begins to notice some familiar words and signs such as own name, advertising logos and screen icons. | Knows that print carries meaning and, in English, is read from left to right and top to bottom | Hears and says the initial sound in words and starts to link sounds to letters, naming and sounding the letters of the alphabet | Read words consistent with their phonic knowledge by sound blending |
|  |  | Shows awareness of rhyme and alliteration | Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them |  |
|  |  | Recognises rhythm in spoken words, songs, poems and rhymes | Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee |  |
|  |  | Claps or taps the syllables in words during sound play | Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences |  |
|  |  | Beginning to hear and says the initial sound in words | Sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text | Read words consistent with their phonic knowledge by sound blending |
|  |  |  | Reads labels, instructions, signs, envelopes, etc. in their play. |  |
|  |  |  | Read a few common exception words matched to the school’s phonic programme. |  |

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| Specific Areas of Learning and Development | | | | |
| **Literacy** | | | | |
| **Writing** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Begins to understand the cause and effect of their actions in mark making | Distinguishes between the different marks they make | Sometimes gives meaning to their drawings and paintings | Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats | Write recognisable letters, most of which are correctly formed; |
| Knows that the marks they make are of value | Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. | Includes mark making and early writing in their play | Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology | Spell words by identifying sounds in them and representing the sounds with a letter or letters; |
| Enjoys the sensory experience of making marks |  | Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right | Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together | Write simple phrases and sentences that can be read by others. |
|  |  | Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. | Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name |  |
|  |  | Write some or all of the letters in their name accurately. | Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences |  |
|  |  | Begins to include early writing in their play (shopping list, birthday cards etc). | Form lower-case and capital letters correctly. |  |
|  |  |  | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. |  |
|  |  |  | Re-read what they have written to check that it makes sense. |  |

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| Specific Areas of Learning and Development | | | | |
| **Mathematics** | | | | |
| **Number** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Uses number words, like one or two and sometimes responds accurately when asked to give one or two things. | In everyday situations, takes or gives two or three objects from a group. | Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. | Uses number names and symbols when comparing numbers, showing interest in large numbers. | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity |
|  | Beginning to notice numerals (number symbols). | Uses some number names and number language within play. | Estimates of numbers of things, showing understanding of relative size | Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. |
|  | Beginning to count on their fingers. | Begin to recognise numerals 0 to 10 | Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 |  |
|  |  | Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) | Counts objects, actions and sounds. |  |
|  |  | Links numerals with amounts up to 5 and maybe beyond | Counts out up to 10 objects from a larger group |  |
|  |  | Explores using a range of their own marks and signs to which they ascribe mathematical meanings | Matches the numeral with a group of items to show how many there are (up to 10) |  |
|  |  | Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers | Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects |  |
|  |  | Beginning to use understanding of number to solve practical problems in play and meaningful activities |  |  |
|  |  | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same |  |  |
|  |  |  | Automatically recall number bonds for numbers 0–10. |  |
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| Specific Areas of Learning and Development | | | | |
| **Mathematics** | | | | |
| **Numerical Patterns** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Responds to words like lots or more | Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ | Subitises one, two and three objects (without counting) | Engages in subitising numbers to four and maybe five | Verbally count beyond 20, recognising the pattern of the counting system; |
| Says some counting words | Begins to say numbers in order, some of which are in the right order (ordinality) | Show small quantities in familiar patterns (for example, dice) and random arrangements. | Increasingly confident at putting numerals in order 0 to 10 (ordinality) | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; |
| May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence |  | Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! | In practical activities, adds one and subtracts one with numbers to 10 |  |
|  |  | May enjoy counting verbally as far as they can go |  |  |
|  |  | Beginning to recognise that each counting number is one more than the one before |  |  |

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| Specific Areas of Learning and Development | | | | |
| **Mathematics** | | | | |
| **Shape, Space and Measure** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Enjoys filling and emptying containers | Moves their bodies and toys around objects and explores fitting into spaces | Responds to and uses language of position and direction. Eg. using prepositions. | Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints eg. using prepositions. |  |
| Investigates fitting themselves inside and moving through spaces | Begins to remember their way around familiar environments | Predicts, moves and rotates objects to fit the space or create the shape they would like. | Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) |  |
| Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles | Responds to some spatial and positional language | Chooses items based on their shape which are appropriate for the child’s purpose eg. flat surfaces for building and triangular prism for roof. | Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes |  |
| Beginning to select a shape for a specific space | Responds to some spatial and positional language | Responds to both informal language and common shape names | Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes |  |
| Enjoys using blocks to create their own simple structures and arrangements | Chooses puzzle pieces and tries to fit them in | Shows awareness of shape similarities and differences between objects | Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes |  |
| Becoming familiar with patterns in daily routines | Recognises that two objects have the same shape | Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes | Spots  and creates patterns in the environment, beginning to identify the pattern “rule” |  |
| Joins in with and predicts what comes next in a story or rhyme | Makes simple constructions | Attempts to create arches and enclosures when building, using trial and improvement to select blocks | Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat |  |
| Beginning to arrange items in their own patterns, e.g. lining up toys | Joins in and anticipates repeated sound and action patterns | Creates their own spatial patterns showing some organisation or regularity | Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy |  |
| Shows an interest in size and weight | Is interested in what happens next using the pattern of everyday routines | Creates their own spatial patterns showing some organisation or regularity | Becomes familiar with measuring tools in everyday experiences and play |  |
| Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram | Explores differences in size, length, weight and capacity | Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next | Is increasingly able to order and sequence events using everyday language related to time |  |
| Beginning to understand that things might happen now or at another time, in routines | Beginning to understand some talk about immediate past and future | In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items | Beginning to experience measuring time with timers and calendars |  |
| Notice patterns and arrange things in patterns. | Beginning to anticipate times of the day such as mealtimes or home time | Recalls a sequence of events in everyday life and stories |  |  |
|  |  | Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. |  |  |
|  |  | Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’, ‘morning’, ‘afternoon’, ‘evening’ and ‘night-time’, ‘earlier’, ‘later’, ‘too late’, ‘too soon’, ‘in a minute’. |  |  |
|  |  | Make comparisons between objects relating to size, length, weight and capacity. |  |  |

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| Specific Areas of Learning and Development | | | | |
| **Understanding the World** | | | | |
| **Past and Present** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
|  |  | Remembers and talks about significant events in their own experience | Talks about past and present events in their own life and in the lives of family members | Talk about the lives of the people around them and their roles in society |
|  |  |  | Comment on images of familiar situations in the past. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class |
|  |  |  | Compare and contrast characters from stories, including figures from the past. | Understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| Specific Areas of Learning and Development | | | | |
| **Understanding the World** | | | | |
| **People, Culture and Communities** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them | Has a sense of own immediate family and relations and pets | Shows interest in the lives of people who are familiar to them | Enjoys joining in with family customs and routines | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; |
| Is interested in photographs of themselves and other familiar people and objects | In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird | Enjoys joining in with family customs and routines | Knows that other children do not always enjoy the same things, and is sensitive to this | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; |
| Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. | Beginning to have their own friends | Recognises and describes special times or events for family or friends | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |
|  | Learns that they have similarities and differences that connect them to, and distinguish them from, others | Shows interest in different occupations and ways of life indoors and outdoors |  |  |
|  |  | Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. |  |  |

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| Specific Areas of Learning and Development | | | | |
| **Understanding the World** | | | | |
| **The Natural World** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life | Notices detailed features of objects in their environment | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world | Looks closely at similarities, differences, patterns and change in nature | Explore the natural world around them, making observations and drawing pictures of animals and plants; |
| Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life | 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 | Knows about similarities and differences in relation to places, objects, materials and living things | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; |
| Remembers where objects belong | Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake | Developing an understanding of growth, decay and changes over time | Talks about the features of their own immediate environment and how environments might vary from one another | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Matches parts of objects that fit together, e.g. puts lid on teapot |  | Shows care and concern for living things and the environment | Makes observations of animals and plants and explains why some things occur, and talks about changes |  |
|  |  | Begin to understand the effect their behaviour can have on the environment | Understand the effect of changing seasons on the natural world around them. |  |
|  |  | Explore and talk about different forces they can feel. |  |  |

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| Specific Areas of Learning and Development | | | | |
| **Expressive Arts and Design** | | | | |
| **Creating with Materials** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Understand the effect of changing seasons on the natural world around them. | Joins in singing songs | Explores and learns how sounds and movements can be changed | Begins to build a collection of songs and dances | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; |
| Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments | Creates sounds by rubbing, shaking, tapping, striking or blowing | Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns | Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to | Share their creations, explaining the process they have used; |
| Mirrors and improvises actions they have observed, e.g. clapping or waving | Creates sounds by rubbing, shaking, tapping, striking or blowing | Enjoys joining in with moving, dancing and ring games | Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking | Make use of props and materials when role playing characters in narratives and stories. |
| Sings/vocalises whilst listening to music or playing with instruments/sound makers | Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects | Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home | Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. |  |
| Sings/vocalises whilst listening to music or playing with instruments/sound makers | Enjoys and responds to playing with colour in a variety of ways, for example combining colours | Taps out simple repeated rhythms | Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. |  |
|  | Uses 3D and 2D structures to explore materials and/or to express ideas | Develops an understanding of how to create and use sounds intentionally |  |  |
|  |  | Continues to explore colour and how colours can be changed |  |  |
|  |  | Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience |  |  |
|  |  | Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces |  |  |
|  |  | Uses tools for a purpose |  |  |

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| Specific Areas of Learning and Development | | | | |
| **Expressive Arts and Design** | | | | |
| **Being Imaginative and Expressive** | | | | |
| Range 3 | Range 4 | Range 5 | Range 6 | ELG |
| Expresses self through physical actions and sound | Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations | Uses movement and sounds to express experiences, expertise, ideas and feelings | Creates representations of both imaginary and real-life ideas, events, people and objects | Invent, adapt and recount narratives and stories with peers and their teacher; |
| Pretends that one object represents another, especially when objects have characteristics in common | Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music | Experiments and creates movement in response to music, stories and ideas | Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences | Sing a range of well-known nursery rhymes and songs; |
| Creates sound effects and movements, e.g. creates the sound of a car, animals | Creates rhythmic sounds and movements | Sings to self and makes up simple songs | Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes | Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
|  |  | Creates sounds, movements, drawings to accompany stories | Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping |  |
|  |  | Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously | Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth |  |
|  |  | Engages in imaginative play based on own ideas or first-hand or peer experiences | Introduces a storyline or narrative into their play |  |
|  |  | Uses available resources to create props or creates imaginary ones to support play | Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative |  |
|  |  | Plays alongside other children who are engaged in the same theme |  |  |
|  |  | Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. |  |  |
|  |  | Draw with increasing complexity and detail, such as representing a face with a circle and including details. As well as showing different emotions in their drawing. |  |  |