



The EYFS Framework – 2020 Development Matters

The EYFS Framework is structured to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders and the EYFS leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

These statements from the 2020 Development Matters are prerequisite skills for all subjects within the national curriculum. The tables presented outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year Olds and Reception to match the programme of study for Reading.

The most relevant statements for reading are taken from the following areas of learning:

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

Reading: Word Reading		
Phonics and Decoding		
Three and For-Year Olds	Literacy	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ▪ spot and suggest rhymes ▪ count or clap syllables in words ▪ recognise words with the same initial sound, such as money and mother
Reception	Literacy	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	Literacy	Word Reading
		<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading: Word Reading		
Common Exception Words		
Reception	Literacy	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme.



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Fluency			
Three and For-Year Olds	Literacy	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> Print has meaning The names of different parts of a book Print can have different purposes Page sequencing We read English text from left to right and from top to bottom Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother. 	
Reception	Literacy	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short word made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	
ELG	Literacy	Reading	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading: Comprehension			
Understanding and Correcting Inaccuracies			
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Understand ‘why’ questions, like: “ Why do you think the Caterpillar got so fat?” Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	
Reception	Literacy	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been to them by telling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comparing, Contrasting and Commenting			
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	



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Reception	Understanding the World		<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listening 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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
		Speaking	
Words in Context and Authorial Choice			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Use of wider range of vocabulary
	Literacy		<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary
Reception	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by telling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary During discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Understand ‘why’ questions, like: “ Why do you think the caterpillar got so fat?”
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories.
Poetry and Performance			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs.



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			<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Sing the pitch of a tone sung by another person (pitch match). • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs
	Expressive Arts and Design		<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
Non-fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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These statements from the 2020 Development Matters are prerequisite skills for all subjects within the national curriculum. The tables presented outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year Olds and Reception to match the programme of study for Spoken Language.

The most relevant statements for Spoken Language are taken from the following areas of learning:

- Communication and Language
- Understanding the World
- Personal, Social and Emotional Development
- Expressive Arts and Design

Spoken Language		
Listening Skills		
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Can start a conversation with an adult or a friend and continue it for many turns.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds.
Reception	Communication and Language	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listening to and talk about stories to build familiarity and understanding. • Listening carefully to rhymes and songs, paying attention to how they sound. • Listening to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressive their feelings and response.

Vocabulary Building and Standard English		
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’ and ‘swimmed’ for ‘swan’. • Use longer sentences of four to six words.
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary.
	Understanding the World	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary range.



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Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • 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.
	Literacy	Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Speaking for a Range of Purposes			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend, and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there...I’ll be the driver.”
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
	Literacy		<ul style="list-style-type: none"> • Engage extended conversations about stories, learning new vocabulary.
	Understanding of the World		<ul style="list-style-type: none"> • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animals sets, dolls and dolls houses, etc.
Reception	Communication and Language		<ul style="list-style-type: none"> • Develop ability to explain ideas and intentions clearly; respond to why and how questions.



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	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Express their feelings and consider the feelings of others.
	Understanding of the World		<ul style="list-style-type: none"> Talk about their immediate familiar and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside.
	Expressive Arts and Design		<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their meanings. Hold conversation when engaged in back-and-forth exchanges with teacher and peers.
		Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, no-fiction, rhymes and poems and during role play.



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		Word Reading	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Understanding of the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society.
		People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
	Expressive Arts and Designs	Creating with Materials	<ul style="list-style-type: none"> Share their creations, explaining the processes they have used.
		Being imaginative and Expressive	<ul style="list-style-type: none"> Invent adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Participating in Discussion			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
	Literacy		<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listening 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. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Literacy	Comprehension	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

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The most relevant statements for Writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and For-Year Olds	Literacy	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
Reception	Literacy	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and For-Year Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holidaying pens and pencils. • Shows a preference for a dominant hand.
	Literacy	<ul style="list-style-type: none"> • Write some letters accurately.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly.
ELG	Physical Development	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
	Literacy	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.



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Writing: Composition		
Planning, Writing and Editing		
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.
	Expressive Arts and Design	<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls house, etc.
Reception	Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Can start a conversation with an adult or a friend and continue it for many turns.
	Expressive Arts and Design	<ul style="list-style-type: none"> Listen with increased attention to sounds.
	Communication and Language	<ul style="list-style-type: none"> Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy	<ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.
	Expressive Arts and Design	<ul style="list-style-type: none"> Develop storylines in their pretend play.



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ELG	Literacy	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of Audience, Purpose and Structure			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Reception	Communication and Language		<ul style="list-style-type: none"> Learn new vocabulary, Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Use of Phrases and Clauses			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Use longer sentences of four to six words. Connect one idea or action to another using a range of connectives.
Reception	Communication and Language		<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and Performance			
Three and For-Year Olds	Communication and Language		<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long song.



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	Expressive Arts and Design		<ul style="list-style-type: none"> Take part in simple pretend play, using an object an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and teachers. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Writing: Vocabulary, Grammar and Punctuation			
Sentence Construction and Tense			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> Understand ‘why’ questions, like: ‘Why do you think the caterpillar got fat?’ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Use longer sentences of four to six words.
Reception ELG	Communication and Language		<ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary throughout the day Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.
	Communication and Language	Speaking	<ul style="list-style-type: none"> Offer explanations for why things might happen =, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems when appropriate.



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Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none">Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	<ul style="list-style-type: none">Use and understand recently introduced vocabulary during discussed about stories, non-fiction, rhymes and poems and during role play.

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The most relevant statements for Mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics

Mathematical Vocabulary		
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> • Use a wider range of vocabulary • Understand ‘why’ questions, like: ‘ Why do you think the caterpillar is so fat?’
Reception	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary throughout the day.
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Number and Place Value		
Counting		
Three and For-Year Olds	Mathematics	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number name for each item in order: 1, 2, 3, 4, 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (‘ cardinal principal’)
Reception	Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Count beyond ten.
ELG	Mathematics	Numerical Patterns <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system.
Identifying, Representing and Estimating		
Three and For-Year Olds	Mathematics	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). • Show ‘finger numbers ‘ up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	Mathematics	<ul style="list-style-type: none"> • Subitise • Link the number symbol (numeral) with its cardinal number value.
ELG	Mathematics	Number <ul style="list-style-type: none"> • Subitise (recognising quantities without counting) up to 5.



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Reading and Writing Numbers			
Three and For-Year Olds	Mathematics	<ul style="list-style-type: none"> Link numerals and amounts; for example, showing, showing the right number of objects to match the numeral up to 5. Experiment with their own symbols and marks as well as numerals. 	
Reception	Mathematics	<ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. 	
Compare and Order Numbers			
Three and For-Year Olds	Mathematics	<ul style="list-style-type: none"> Compare quantities using language: ‘ more than’, ‘fewer than’. 	
Reception	Mathematics	<ul style="list-style-type: none"> Compare numbers. 	
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			
Reception	Mathematics		<ul style="list-style-type: none"> Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10.
ELG	Mathematics	Number	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5.
Addition and Subtraction			
Mental Calculations			
Reception	Mathematics		<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10
ELG	Mathematics	Numbers	<ul style="list-style-type: none"> 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.
Solve Problems			
Reception	Mathematics		<ul style="list-style-type: none"> Subitise Link the number symbol (numerical) with its cardinal number value
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Measurement			
Describe, Measure, Compare and Solve (All Strands)			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> Make comparisons between objects relating to size, length weight and capacity.
Reception	Mathematics		<ul style="list-style-type: none"> Compare length, weight and capacity..
Telling the Time			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words, such as ‘first’, ‘then’.



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Properties of Shapes		
Recognise 2D and 3D Shapes and their Properties		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.• Select shapes appropriately: flat surfaces for a building, triangular patterns for a roof, etc.
Reception	Mathematics	<ul style="list-style-type: none">• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compare and Classify Shapes		
Reception	Mathematics	<ul style="list-style-type: none">• Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.
Position and Direction		
Position, Direction and Movement		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Understand position through words alone – for example, ‘The bad is under the table’ – with no pointing.• Describe a familiar route.• Discuss routes and locations, using words like ‘ in front of’ and ‘behind’
Reception	Understanding the World	<ul style="list-style-type: none">• Draw information from a simple map.
Patterns		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Talk about and identify the patterns around them. For example, stripes on clothes, designs of rugs and wall paper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.• Extend and create ABAB patterns – stick, leaf, stick, leaf.• Notice and correct an error in a repeating pattern.
Reception	Numerical Patterns	<ul style="list-style-type: none">• Continue, copy and create repeating patterns.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Compare length, weight and capacity.• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Statistics		
Record, Present and Interpret Data		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none">• Experiment with their own symbols and marks, as well as numerals.
Reception/ELG	Numerical Patterns	<ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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The most relevant statements for Science are taken from the following areas of learning:

- Communication and Language
- Understanding the World
- Physical Development

Science		
Phonics and Decoding		
Three and For-Year Olds	Communication	<ul style="list-style-type: none"> • Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’
	Physical Development	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and tooth brushing.
	Understanding the World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Drawing on their experiences and what has been read in class.
Reception	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-informed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. • Use new vocabulary in different contexts.
Reception	Physical Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ➤ Regular physical activity ➤ Healthy eating ➤ Toothbrushing ➤ Sensible amounts of ‘screen time’ ➤ Having a good sleep routine ➤ Being a safe pedestrian
	Understanding the World	<ul style="list-style-type: none"> • Describe what they see, hear and feel outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them



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ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">• Make comments about what they have heard and ask questions to clarify their understanding
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none">• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Understanding the World	The Natural World	<ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants.• 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.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



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The most relevant statements for History are taken from the following areas of learning:

- Understanding the World

History		
Three and Four-Year Olds	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life and family's history
Reception	Understanding of the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including, figures from the past.
ELG	Understand the World	Past and Present <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.



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The most relevant statements for Geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Geography			
Three and For-Year Olds	Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, ‘The bag is under the table’ – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘ in front of and behind’. 	
	Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care of the natural environment and all living things. • Know that there are different countries in the world and talk and talk about the differences they have experienced or seen in photos. 	
Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
ELG ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation discussion, stories, non-fiction texts and maps. • 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.
		The Natural World	<ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons.



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The most relevant statements for Art & Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Art/Design		
Three and For-Year Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises, happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills.



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ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.• Use a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing.
	Expressive Arts & Design	Creating with Materials	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.

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The most relevant statements for Design and Technology are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Design and Technology			
Three and For-Year Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development		<ul style="list-style-type: none"> • Use large muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World		<ul style="list-style-type: none"> • Explore how things work.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development		<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts & Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELG	Physical Develop	Fine Motor Skills	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts & Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

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The most relevant statements for Physical Education are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Physical Education		
Three and For-Year Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.
	Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Respond to what they have heard , expressing their thoughts and feelings.



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Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Managing their own needs.
	Physical Development		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running hopping, skipping and climbing. Progress towards a more fluent styles of moving with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility. Know and talk about the different factors that support overall health and wellbeing: regular physical activity
	Expressive Arts & Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
ELG	Physical Develop	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts & Design	Being imaginative and Expressive	<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.



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The most relevant statements for Computing are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design
- Understanding the World

Physical Education			
Three and Four-Year Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important.
	Physical Development		<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting.
	Understanding the World		<ul style="list-style-type: none"> • Explore how things work.
Reception	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore use and refine a variety of artistic effects to express their ideas and feelings.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge.
	Physical Development		<ul style="list-style-type: none"> • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: sensible use of 'screen time'.
ELG	PSED	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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The most relevant statements for Music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs
	Physical Development	<ul style="list-style-type: none"> • Use large muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down) down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Expressive Arts & Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
ELG	Being imaginative and Expressive	<ul style="list-style-type: none"> • 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.



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The most relevant statements for PSED are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Understanding the World

Physical Education		
Three and For-Year Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with adult or friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always needs an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling.
	Physical Development	<ul style="list-style-type: none"> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations



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			<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Communication and Language		<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
	Physical Development		<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes personal hygiene
	Understanding the World		<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> 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.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self		<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	

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The most relevant statements for Religious Education are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Understanding the World

Physical Education			
Three and Four-Year Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community.
	Understanding the World		<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people.
Reception	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual.
ELG	PSED	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present People and Community	<ul style="list-style-type: none"> • Talk about lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • 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.