

Early Years Foundation Stage: Development Matters – Children

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> . Understand how to listen carefully and why listening is important . Learn new vocabulary. . Use new vocabulary through the day. . Ask questions to find out more and to check they understand what has been said to them. . Articulate their ideas and thoughts in well-formed sentences. . Connect one idea or action to another using a range of connectives. . 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. . Engage in storytimes. . 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 carefully to rhymes and songs, paying attention to how they sound. . Learn rhymes, poems and songs. . Engage in non-fiction books. . Listen to and talk about selected non-fiction to develop a deep familiarity 	<ul style="list-style-type: none"> . See themselves as a valuable individual. . Build constructive and respectful relationships. . Express their feelings and consider the feelings of others. . Show resilience and perseverance in the face of challenge. . Identify and moderate their own feelings socially and emotionally. . Think about the perspectives of others. . Manage their own needs. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing . Progress towards a more fluent style of moving, with developing control and grace. . Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. . 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. . Combine different movements with ease and fluency. . Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. . Develop overall body-strength, balance, co-ordination and agility. . Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. . Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. . Develop the foundations of a handwriting style which is fast, 	<ul style="list-style-type: none"> . Count objects, actions and sounds. . Subitise. . Link the number symbol (numeral) with its cardinal number value. . Count beyond ten. . Compare numbers. . Understand the ‘one more than/one less than’ relationship between consecutive numbers. . Explore the composition of numbers to 10. . Automatically recall number bonds for numbers 0–10. . Select, rotate and manipulate shapes in order to develop spatial reasoning skills. . Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. . Continue, copy and create repeating patterns. . Compare length, weight and capacity. 	<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 known letter– sound correspondences . Read some letter groups that each represent one sound and say sounds for them. . Read a few common exception words matched to the school’s phonic programme. . Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. . Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. . Form lower-case and capital letters correctly. . Spell words by identifying the sounds and then writing the sound with letter/s. . 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. 	<ul style="list-style-type: none"> . Talk about members of their immediate family 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. . Draw information from a simple map. . Understand that some places are special to members of their community. . Recognise that people have different beliefs and celebrate special times in different ways. . Recognise some similarities and differences between life in this country and life in other countries. . Explore the natural world around them. . Describe what they see, hear and feel whilst 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. 	<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. . Sing in a group or on their own, increasingly matching the pitch and following the melody. . Develop storylines in their pretend play. . Explore and engage in music making and dance, performing solo or in groups.

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