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| **Development Matters in the Early Years Foundation Stage (EYFS)** **Reception Autumn Term Coverage** |
| **The Prime Areas of Learning** |
| **Personal, Social and Emotional****Development** | **Communication and Language** | **Physical Development** |
| **Making Relationships MR****30-50 mths**Initiates play, offering cues to peers to join them.Keeps play going by responding to what others are saying or doing.Initiates conversations, attends to and takes account of what others say **40-60mths**Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. **Self-confidence and self-awareness – (SC+SA)****30-50mths**Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be metConfident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.**Managing feelings and behaviour – (MFB)****30-50mths**Can usually adapt behaviour to different events, social situations and changes in routine. **40-60mths**Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | **Listening and attention – (LA)****30-50mths**Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).**40-60mths** Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.**Understanding – (U)****30-50mths**Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions.**40-60mths**Responds to instructions involving a two-part sequence.. Understands humour, e.g. nonsense rhymes, jokes.**Speaking – (S)****30-50mths**Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.***40-60mths**Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. | **Moving and Handling****30-50mths**Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.**40-60mths**Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials.**Health and self-care – (HSC)****30-50**Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.**40-60mths**Shows some understanding that good practices with regardto exercise, eating, sleeping and hygiene can contribute to good health.Shows understanding of how to transport and store equipment safely. |
| **The Specific Areas of Learning** |
| **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Arts and Design** |
| **Reading – (R)****30-50mths**Shows awareness of rhyme and alliteration.Listens to and joins in with stories and poems, one-to-one and also in small groups. Hears and says the initial sound in words. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Knows information can be relayed in the form of print.**40-60mths**Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.**Writing****30-50**Sometimes gives meaning to marks as they draw and paint.. Ascribes meanings to marks that they see indifferent places.**40-60**Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions. | **Number****30-50 mths**Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Realises not only objects, but anything can be counted, including steps, claps or jumps.**40-60 mths**Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group.**Shape and Space****30-50mths**Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects,e.g. ‘*round*’ and ‘*tall*’.**40-60**Beginning to use mathematical names for ‘solid’ 3D shapesand ‘flat’ 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. | **People and communities – (PC)****30-50 mths**Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.**40-60mths**Enjoys joining in with family customs and routines**The world – (W)****30-50mths**Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.Shows care and concern for living things and the environment.**40-60mths**Looks closely at similarities, differences, patterns and change.**Technology – (T)****30-50 mths**Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.**40-60mths**Completes a simple program on a computer. | **Exploring and using media and materials – (EMM)****30-50mths**Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.**40-60mths**Constructs with a purpose in mind, using a variety of resources. Manipulates materials to achieve a planned effect. Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.**Being imaginative – (BI)****30-50mths**Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. **40-60mths**Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.Plays alongside other children who are engaged in the same theme. |